



**The Raleigh School**  
**Responding to Children's Work Policy**

**Autumn 2015**

**Next review: Autumn 2018**

**1. Rationale**

Marking and feedback are essential tools for responding to children's work to ensure that children learn effectively and understand what they are aiming for. They provide strategies for success and ways to move forward.

The purpose of this policy is to make explicit how teachers should respond to children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

**2. Aims**

Assessment for Learning ('AfL'):

- supports teachers to help children to understand the next steps in their learning
- helps children help each other to take the next steps in their learning
- helps children help themselves to take the next steps in their learning
- encourages children to become independent learners.

AfL at The Raleigh:

- is part of an effective planning cycle
- focuses on how children learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and success criteria
- helps children know how to improve
- develops the capacity for self and peer assessment
- recognises all educational achievement
- raises attainment and progress as our children become better learners
- supports a learning environment where it is safe to fail and where children can learn by their own and others' mistakes.

Marking and feedback forms an integral part of AfL.

**3. Marking and feedback**

Feedback consists of a dialogue between the teacher and child, a group or a class, and provides children with information about how they performed in relation to the learning objective and/or success criteria. It also informs children of the next steps to improve their work.

Marking is the annotating of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for younger children.

**3.1 Feedback**

We recognise the importance of children receiving regular feedback about how they have met the learning objective and believe that effective feedback from teachers enables children to 'close the gap'. Children need to be given a clear idea of how to improve their work, move forward in their learning and achieve their targets.

Feedback is most effective when;

- we share expectations with the whole class so they know what they have to achieve (there will often be different expectations for different groups)
- we give examples of expected outcomes and models of good work
- feedback and plenaries are given during the lesson
- children are involved in discussion – especially paired and small group talk
- children evaluate and feed back on both their own others' work

If oral feedback has taken place, work will be annotated with the corresponding code (see Appendix 1). A teacher comment will not be written if oral feedback has been given.

Children of all ages need oral feedback, but this is particularly important in Reception and KS1 where children may be unable to read a written comment.

### **3.2 Marking**

Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement and tool for ensuring progress. It is most effective when children are given specific time in class to respond to written comments and to make improvements from the prompts that the teacher provides: this is a key element of our practice when responding to children's work.

#### **3.2.1 Summative marking**

This usually consists of ticks, circles and underlining and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

#### **3.2.2 Formative marking**

Marking is most effective when:

- it is manageable
- it relates to learning intentions which are shared with the child and success criteria are understood
- teachers focus on certain aspects of the work, not attempting to assess everything, and provide constructive criticism
- effort is recognised as well as quality
- it is given promptly and regularly to children
- the language used is consistent, unambiguous, and appropriate to the child's maturity
- children understand their achievements and know exactly what they must do next to make progress
- symbols and codes are understood by teachers and children (See Appendix 1 below for the agreed Marking Code). The marking code is displayed in every learning room within the school and referred to by teachers.
- specific strategies for improvement are given
- children are involved in setting their own targets
- teachers follow up agreed targets with the child to evaluate progress
- it gives children the opportunity to comment upon their work as it is marked
- it involves dialogue between teacher and child.

Marking can take place in or out of the classroom.

#### **3.2.3 Other points**

- As children move into Key Stage 2, the pattern of marking changes and there is often less time for marking in the presence of the child. Here, more work is marked out of the

classroom, but teachers will often mark or feedback as they move around the room, checking for understanding, and providing reminders and prompts as necessary.

- The Marking Code symbols are intended to be used across the age range as appropriate. If they wish, teachers are given permission to create a year-group specific Marking Code focussing on the most relevant symbols based on Appendix 1.
- Not all pieces of work need to have written comments. Teachers may acknowledge their reading of work by initialling it.
- Errors in mathematics are always addressed.
- We have high expectations for presentation of work and where work has been rushed or badly presented, or where little effort has been made, a child may be asked to make improvements.
- Each class develops a list of writing “non-negotiables”, including spellings and punctuation, based on the needs of each individual class. These “non-negotiables” apply to writing across any subject and the child may be asked to rewrite part of a passage if they do not meet these targets.
- Teachers will use their knowledge of year group expectations and/or steps for learning to inform the child of their next steps.

#### **3.2.4 Quality marking**

- ‘Quality’ marking is used when a child has done a substantial piece of work and is marked away from them.
- Teachers focus on both successes against the learning intention and improvement needs. This type of marking is carried out selectively as it can be time consuming but also acknowledged to be extremely valuable.
- Not every piece of work will be marked in detail, and teachers are given permission to be selective about the work to be marked in detail. This enables the teacher to assess understanding and check progress within a unit of work and within a period of time.
- Quality marking may entail choosing work from one group at a time, or for each individual child.
- Marking in this way allows every child to be given regular quality feedback and allow teachers to make judgements which inform future planning.
- When work has been quality marked, time is planned in a future lesson for children to read and write a focused improvement based on the improvement suggestion. Teachers should model this process to the children at the beginning of each year so that they are clear what the marking on their books means and what is expected of them when they respond.
- Some suggestions for implementing quality marking are set out in Appendices 2 & 4.

#### **3.2.5 Involving children in the marking process**

Opportunities to enable children to be involved in the marking process through self- and peer-evaluation should be incorporated into planning on a regular basis. Suggestions to enable children to do so are set out in Appendix 3.

#### **3.2.6 Correcting spelling, punctuation and grammar**

When children have completed a task, time should be provided for them to check for things that *they know are wrong* in their work when they read it through. They should not be asked to correct all spellings, or they are likely to perpetuate the error or spend excess time looking them up. It may also inhibit the use of word choices due to children ‘playing safe’.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target or learning objective, then children will be expected to attempt to meet their current target and meet previous targets: e.g. when an adult feels that a child can correct a spelling he or she will circle the part of the word the child has spelt incorrectly in order for them to attempt to correct it.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning objectives.

### **3.3 How do teachers in EYFS respond to children's work?**

In Reception, the teachers focus on giving oral feedback to the children but may write a comment with the child or read it to the child once it has been written. Staff also write comments on work as part of the process of gathering or sharing information for the Foundation Stage Profile as well as ongoing formative assessment.

### **3.4 Monitoring and evaluation of marking in school**









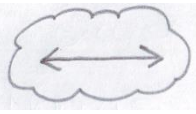
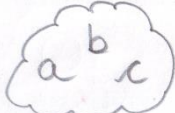


A sample of books from each year group will be taken in on a regular basis by Assessment Leader to scrutinise consistency of the marking policy.






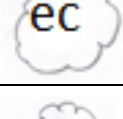

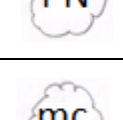
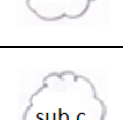

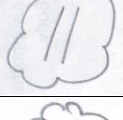


It is the role of the Assessment Leader to ensure that this policy is workable, manageable and useful, widely implemented and adhered to by the whole staff.

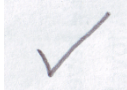
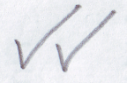



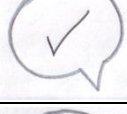

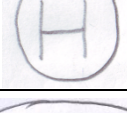
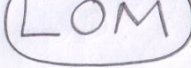

### **3.5 Role of the Governors**

The role of marking and its impact on pupil progress is a focus for all Governors; prior to every meeting, a selection of books for a subject (from each year group and level of ability) are brought to the Governors by the subject leader/Assessment leader. The role of marking is discussed in depth.

Appendix 1: Marking Code

<b>Handwriting</b>	
	Finger space
	Write smaller
	Join your letters
	Cursive letters
<b>Punctuation</b>	
	Capital letter
	Full stop
	Punctuation
<b>Spelling</b>	
	Spelling (underline incorrect word)
	Stretch out your words
	Use your word card
<b>Vocabulary, connectives and openers</b>	
	Adjectives or describing words
	Feelings words

	Adverb or adverbial phrase
	Powerful vocabulary
	Simile
	Connective/conjunction
	Sentence openers
	embedded clause
	metaphor
	Proper noun
	Main clause
	subordinate clause
<b>Proof-reading</b>	
	New paragraph
	Something missing
	Does it make sense?
<b>Responding to children's work, support levels and moving them on</b>	

	Correct or something good
	Something very good
	Needs correcting (Maths)
	Target
	Think about your work and answer this
	Oral feedback given
	Worked independently
	Helped by an adult
	Learning Objective Met (if the LO is on the child's work)
	Non-negotiable

## Appendix 2

### **Quality Marking strategies**

Some strategies for supporting quality marking could include:

- Highlighting examples of where the child has met the learning intention in one colour; highlighting next to an aspect of the work which could be improved in another colour (“tickled pink” and “green for growth” highlighters)
- Three stars and a Wish
- response/feedback sheets with dialogue boxes

**All strategies end with the provision of a focused comment which should help the child to ‘close the gap’ between what they have achieved and what they could have achieved.**

Useful closing the gap comments are:

- A **reminder** prompt (e.g. ‘What else could you say about the prince’s clothes?’);
- A **scaffolded** prompt (e.g. ‘What was the monster doing?’, ‘The monster was so angry that he...’)
- All children are given a comment



### Appendix 3

#### **Strategies for children to mark/respond in their own work:**

- children are asked to 'traffic light' by putting a small coloured circle or dot at the end of the piece of work. They choose the colour according to their degree of understanding. It involves the child (and possibly response partner) in self or paired assessment. The teacher looks at the work, and if there is a lot of red, it means that the child has a limited understanding and there is a need to revisit. Future teaching is therefore planned according to need
- traffic lighting against success criteria needs to be made specific, so children know why and what they are supposed to be achieving
- teachers also sometimes provide specific or generic success criteria check lists for children to tick either as they work or when they have completed a piece of work
- labels listing success criteria are sometimes used and children evaluate their work against these
- smiley faces can be used to show whether children feel they have met the learning objective
- teachers sometimes use one piece of work from an unnamed child in another class to mark as a class, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time
- children sometimes mark work in pairs, especially in KS2. The following points are important:
  - Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
  - Ground rules should be decided as a class and adhered to.
  - Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
  - Encourage a dialogue between the children rather than one child being the 'teacher'
- 'tickled pink' and 'green for growth' – the use of a pink and green coloured highlighter or pencil for children to show areas of their work that they feel pleased with and others that they are not happy with.

**Improvement prompts**

Range of prompts	Learning intention	Extract from child's writing	Reminder prompt
<i>Why...? (justifying a statement)</i>	To write a letter giving reasons for things you say.	<i>It was dismal!</i>	Say why you thought this.
<i>How did you/s/he feel?</i>	To retell a story showing people's feelings.	<i>'Nobody believed him.'</i>	Say how you think this made him feel.
<i>Add something</i>	To use effective adjectives and adverbs in an account.	<i>'Jason was trying to distract him, but the dragon was too strong.'</i>	Use more adverbs and adjectives here.
<i>Change something</i>	To use effective adjectives in a description.	<i>'He was a bad monster'</i>	Think of a better word than <i>bad</i> .
<i>Tell us more</i>	To introduce a character in a story opening.	<i>'James went to school.'</i>	Could you describe James?
<i>What happens next?</i>	To write a middle and end from a given start.	<i>'At last the merman saw the mermaid.'</i>	How is your story going to end?

Scaffolded prompt	Example prompt
Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> <li>■ It was dismal because I was bored all the time.</li> <li>■ I found it dismal having only my granddad to talk to.</li> </ul>
How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> <li>■ Angry that people did not trust him.</li> <li>■ Annoyed with himself for lying in the past.</li> </ul> Your own ideas?
Let's use some adverbs to describe how they fought. Fill in the words: Jason tried _____ to distract him, but the dragon _____ used his strength to get past. Jason stabbed his sword _____ into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> <li>■ The dragon's tail lashed viciously, cutting Jason's flesh.</li> <li>■ Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.</li> </ul>
What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own instead of bad: <ul style="list-style-type: none"> <li>■ ferocious</li> <li>■ terrifying</li> <li>■ evil</li> </ul>
What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him, James was a .....	Describe James's character. Perhaps: <ul style="list-style-type: none"> <li>■ James was a kind, likeable boy with a great sense of humour. For instance.....</li> <li>■ James was often excitable and noisy but would be quiet and serious when he was working.</li> </ul>
What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> <li>■ 'I love you' said the merman. The mermaid took his hand and they swam away.</li> <li>■ The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.</li> </ul>