Riverside CP Marking and Feedback

A brief overview for parents and carers

AIMS

We believe the marking of work should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Strategies

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time.

Self-marking

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Shared marking

Sometimes teachers will use a piece of work from an unnamed child to mark as a class, using OHP or document camera etc. This will model the marking process and teach particular points against levelling criteria etc. at the same time.

Paired marking – writing/response partners

Before ends of lessons, children should sometimes be asked to mark work in pairs. This will involve identifying strengths and areas for improvement in work.

Pupil response to adult marking

Pupils are given time to respond to teacher marking. This response should be in the Purple Polishing Pen. Response may include:

- Completing additional or 'stretch' examples the teacher indicates next to the box
- Going back through and completing changes to spelling, punctuation and grammar in purple pen
- Redrafting a paragraph etc
- Initialling to state the pupil has seen the comment
- Ticking the 'box' to indicate comment has been read

Riverside CP School wants our marking policy to be

effective, sustainable and time-efficient

We also agree with the Independent Teacher Workload Review Group that marking should be

"Meaningful, Manageable and Motivating"

The ideal and most effective feedback is verbal and instant, but, as we know this is not always possible so we use the following codes:-

CL	Capital letter
FS	Full Stop
✎	Finger Space
Sp	Spelling
✓✓	Something really good
P	Punctuation
G	Grammar
T	Tense
//	Paragraph
" "	Inverted commas/speech
^	Omission

In more detailed marking we may use clouds and boxes for both whole pieces of work and/or selected extracts.

☁ Clouds are used to indicate where/how learning objectives have been met

▢ Boxes indicate what the next steps in learning should be

In addition to this coloured highlighters may be used to show good/bad aspects.

Children have PPPs (purple polishing pens/pencils) these are used to self-correct and respond to marking.
In response time children will correct mistakes. Teachers are expected to identify errors and use these to inform their planning.

(Codes updated May 2016)