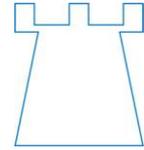


# Sheriff Hutton Primary School

West End  
Sheriff Hutton  
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## **Responding to children's work and marking policy** **January 2015**

### **Rationale**

- Responding to children's work is an essential part of the work of any teacher.
- The marking of work forms part of our assessment procedures and will contribute to the teacher's knowledge and understanding of a child's progress and achievement.
- Marking serves to aid the child and teacher in indicating the next steps in the learning process.
- Marking will enable the child to evaluate achievement, improve and develop performance and increase self esteem.
- Appropriate marking will further the child's learning by enabling the setting of appropriate targets and giving encouragement.
- Feedback can be written or verbal.

### **Aims**

At Sheriff Hutton Primary School we want our pupils to:

- Have their work marked consistently and fairly by all staff.
- Understand the aspects of their work that are being marked.
- Contribute to their own evaluation of their progress as appropriate to their age.
- Be given regular opportunities to respond to their marked work independently or with the support of an adult.
- Receive feedback which indicates the next steps in the learning process.
- Understand how to improve their work.
- Receive feedback in a variety of ways to suit their age and the nature of the task.

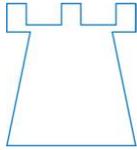
The marking of recorded work is also of interest to parents and carers and to education professionals working with the child or with the school.

### **Foundation Stage towards Key Stage 1**

In the Foundation Stage marking of children's work is most meaningful if it is carried out with the child. Verbal feedback and affirmation by the teacher or teaching assistant speaking directly to the child is the most effective way of feeding back to a very young child.

Affirming and praising effort is very important feedback to give to young children. Praising outcome is less effective in terms of developing the child's self-esteem, resilience and perseverance.

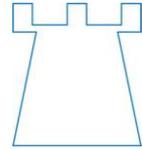
Teachers and teaching assistants working directly with focus groups of children should feedback to the children whilst the task is being carried out or very soon after it is completed. Feedback should be as positive as possible, always picking out something the child has attempted and affirming that effort or achievement. Suggestions of how to improve their work and corrections of any misconceptions should also be provided. Encouraging effort and good ideas whilst the task is in progress is good practice.



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It is appropriate to write a written comment on young children’s work, although for many children of this age the main audience may well be adults (parents and education professionals).

## Key Stage 1 and Key Stage 2

### Date

All work should be dated. In KS2 the full date will be written for all subjects except for Maths, where a numerical date is acceptable. There will however be children for whom the numerical date in all subjects is more appropriate. In KS1 children will initially write the numerical date for all subjects, and the full written date will be gradually introduced.

### Title

There should be a title on all work, this could be given in the form of a WALT title (We Are Learning To). In KS1 this may be a shortened version or on a sticker. In KS2 this should be underlined. There will however be children throughout school for whom the shortened version or sticker is more appropriate.

### General

- ❖ Teachers will mark work consistently, fairly and promptly. Children should be encouraged to proof read their own work and make their own corrections from the earliest stages. In Bulmer class the children will be encouraged to check their work using the red (check your work) pen.
- ❖ In some sessions, work will be marked alongside the child in class. Written comments by the teacher or teaching assistant marking the work may be made with a ‘V’ written to denote verbal feedback.
- ❖ Marking should be constructive and should not in any way deface a piece of children’s work.

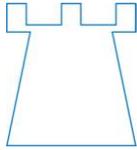
✓ or 😊 or 🎯 = positive achievement of learning objective

**Yipee** Yellow highlighter will identify a particularly positive aspect which may link to the learning objective or a feature of spelling, grammar or punctuation.

📏 = the next step to improve work

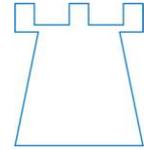
Self assessments may be made by the children using the following key

L.O fully understood	😊
L.O. partly understood	😐
Having difficulty understanding L.O	😞



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- ❖ A thumbs up, level or down can be used for self-assessment by children verbally.
  - ❖ An indication if the child worked independently, with adult or teaching assistant support.
- 
- All teachers, including supply teachers are involved in the marking process. A copy of this policy and the marking key will be provided for all supply staff. The policy should also be explained to parents at opportunities such as open evenings.
  - Children's work should be marked in **green**.
  - Good work and effort may be rewarded by the use of stickers, team points, certificates etc.
  - Children should where possible, be encouraged to mark their own work and that of their peers, this especially helps them to look for certain features and aids understanding and learning.
  - A marking key will be displayed in all classrooms.

## **Maths**

- A tick is used for a correct answer.
- A dot is used for an incorrect answer.
- A circle can be put around a part of working which is incorrect.

Feedback may be given using the 3 C's

C – correct

C - consolidate

C - challenge

## **Literacy**

### Reading

Comments when group or individual reading will be supportive, positive and developmental. A note in the individual reading record will enable parents to monitor progress and support their child.

### Writing

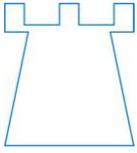
Marking should reflect aspects being taught as well as reminding children about the basic skills of presentation, punctuation, spelling and grammar. However, it is not necessary to mark every error.

- For common spelling errors, the word is identified (*sp*). In some cases the correct spelling is written down for the child.
- For common spelling errors children are asked to self – check where appropriate.
- Punctuation mistakes may be circled or overwritten with correct punctuation.

Where appropriate the work will also be annotated to show whether it was independent or assisted.

### Other Subjects, including science.

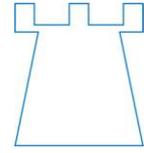
The marking should relate to the learning objective (WALT), and when necessary the presentation, punctuation and spelling etc. The same principles will be used as outlined above.



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### **Responding to work**

On a regular basis children will have the opportunity to respond to the feedback on their work.

In Bulmer class the red pen is used for children to check their work and for them to also respond to teacher's marking.

As children move through the school the red pen will be mainly used following verbal feedback or written marking.

They will have to check or improve previous work, have an extension task to complete or have a reflection question to answer. The teacher may respond again in a green pen.

Feedback comments may include suggestions such as:

Prove it ..... Show me ..... Find and fix.....

### **Target Setting**

In Foundation Stage the target setting system will gradually move towards the system described below for Key Stages 1 and 2.

Every child should have a target for mathematics, a target for English and if appropriate an additional target. In Maths all the children will have a target which may relate to the SMIRFs (Space Mission Instant Recall Facts such as numbers bonds or multiplication / division facts). In literacy children will have a writing and/or reading target.

Teachers may encourage children to think about their targets especially when they are working in maths and English to keep the targets fresh in children's and teachers' minds. However targets should be considered throughout the curriculum.

### **Monitoring and evaluation**

The headteacher will monitor and evaluate the implementation of this policy.

Reviewed: January 2015

Next review: January 2016