



# Marking and Pupil Feedback & Response Policy

2015-16

## Marking and Pupil Feedback Policy

At Dog Kennel Hill we believe that marking and academic guidance is a sure and proven way to ensure pupil progress. For marking to be completely effective and manageable, it must focus on the desired learning intentions, the child's individual targets and allow for complete involvement of the pupils themselves. The purpose of good marking is to provide children with the opportunity to reflect on their learning and to further develop their skills.

The Guidelines for marking are as follows:

- Marking should be done if not during the session, as soon after as is possible;
- Marking should be manageable (e.g. focus marking of your target group during the lesson, marking of other groups against must/should/could statements);
- Marking must be written in child-friendly language;
- Highlighters should be used to highlight good examples of how pupils met the learning question;
- Teachers must use green ink to mark;
- The school's handwriting policy should be modelled by the teacher;
- The next piece of work should show improvement in response to the last piece of marking where relevant;
- Teachers should tick the learning question to show that it has been successfully answered by the pupil. Where children have partially met a statement, indicate this with a *p*.
- When must/should/could statements are stuck in books, each step should be ticked if it is met in the piece of work. This will enable the learner to see at once what they need to work on in order to improve the work;
- Writing that is intended to be edited by children should use every other line to allow space for improvement/correction;
- A 'next steps' stamp indicates that children need to revisit their work and improve it in some way, e.g. *Can you add in three exclamation marks?* A 'next steps' stamp with a speech bubble post-it requires children to respond to your question, e.g. *How do you think the main character feels now?*
- Work that features a 'next steps' stamp should be indicated with a page-marker, to make children aware that action is required. Once children have taken that action, they should write a tick on the page-marker to give teachers the opportunity to review.

## Spelling and Handwriting

Teachers are not expected to highlight all spelling mistakes as this could disengage the child very quickly. Teachers should use their knowledge of the individual to judge which spellings to correct.

At DKH we expect our children to write in accordance with the school's handwriting policy. By the end of Year 2 children should be joining as much as possible.

## 'Next Steps' Marking: Maths

- Mark in green pen with comment – tick correct answers;
- Tick against the must/should/could statements (on sticker/sheet where applicable);
- Errors indicated with a dot.

### *Types of Next Steps:*

Questions to Revisit:

Look at Question 2 again?  $34 + 67 =$

### *Questions to reinforce*

Similar question for pupils to revisit during reflection times to consolidate learning

### *Questions to Complete – this could be extension or consolidation*

Teacher starts laying out answer or working for question with first steps. Pupil completes

### *Identifying own mistakes prompt:*

2 are incorrect. Can you spot them? Why is this question incorrect?

### *Extension Question:*

Inviting the child to apply it in a different context or asking the child a thinking question:

What if we have 6 extra people?

Can you make up 4 calculations of your own that give the answer 24?

Does this calculation still work with negative numbers?

Can you write a rule for this?

Can you think of an exception to this rule?

Is this rule always/sometimes/never correct?

Which one is the odd one out.....?

Add symbols to make this correct.....4 5 20.

## Marking by anyone other than the class teacher

Occasionally, learning support assistants, supply teachers and other teachers will mark children's work. Where this is the case, the adult should adhere to the marking policy and indicate this on the learning question sticker.