



*inspirans flammam  
posteritatis*

**ROSEMEAD  
PREPARATORY  
SCHOOL & NURSERY**  
DULWICH

## **P5.4 - MARKING AND FEEDBACK POLICY (INCLUDING EYFS)**

## **EARLY YEARS FOUNDATION STAGE**

Formal marking does not occur in the Nursery. Feedback to the children will be verbal, positive and may refer to a target for an individual child.

Some formal marking will occur in Reception classes of written literacy and numeracy tasks. Feedback to the children will be verbal, positive and may refer to a target for an individual child. House tokens and stickers will be used appropriately to reward and motivate.

## **KEY STAGE 1**

- Formal marking will occur during Year 1 and Year 2, and will vary due to the age and stage of development of the children and the type of recording being done. Marking symbols are used (see Annex 2).
- All written work must be marked by the teacher. At times, the teacher may ask a teaching assistant (TA) to mark particular pieces of work, for example phonic worksheets. The TA will initial the piece of work after marking it. Green pen should be used at all times. Enrichment teachers use purple pen for distinction. Internal cover should mark and initial work. External supply teachers should initial with a 'S'.
- On occasions children may be asked to mark a piece of their own, or a partner's work, this should be completed with a Pink pen.
- Subjects should be marked in accordance with the respective subject policy (see Annex 1)
- Written work should receive a comment: verbal and/or written. On occasions, only the focus group will receive a full written comment. Comments should be positive and encouraging whenever possible, but should indicate to the child how the work could have been improved upon. Spelling and grammar that is appropriate for the child to know should be corrected. House tokens and stickers will be used appropriately to reward and motivate.
- Children should be alerted to spelling errors. Strategies should be developed to improve spelling in all types of written work including creative or story writing, e.g.
  - corrections of three spellings
  - individual focus words
  - spellings included in weekly list for testing
- On occasions, re-writing of 'best' copies of written work will occur.
- The teacher should set a good standard of written presentation in their marking.

- Completed work should be acknowledged through marking before books are returned to the children.
- When marking a child's work, the next step towards their identified target should be noted, where appropriate.
- Spelling tests are ticked and the marks out of the total number are given.
- In reading, a reading record is to be kept.

## **MARKING CHECKLIST**

- We are positive.
- We mark promptly, with the children if possible.
- We will sometimes include the learning objective in our comments.
- In our marking we aim to engage with a child's learning through our responses to their work.

## **KEY STAGE 2**

1. Written work must be marked by the class or subject teacher. At times, the teacher may ask a teaching assistant (TA) to mark particular pieces of work, for example VR/NVR, mental mathematics and spellings. The TA will initial the piece of work after marking it. Green pen should be used. Enrichment staff use purple pen for distinction. Internal cover should mark and initial work. Supply teachers should initial with a 'S'. If children have been involved in the marking, a pink pen should be used.
2. Subjects should be marked in accordance with the respective subject policy (see Annex 1).
3. Written work should receive a comment. Comments should be positive and encouraging, wherever possible, but should indicate to the child how the work could have been improved. Verbal feedback should be acknowledged. Marking symbols are used (see Annex 2). House tokens and stickers may be used.
4. In Mathematics, V.R. and English, marks for tests and class work must be kept for all children. The class teacher should keep a record of these marks along with the date the test was undertaken. The results are kept on the shared network.
5. Children should be alerted to spelling errors. Strategies should be developed to improve spelling in all types of written work. Up to a maximum of 6 spelling corrections should be addressed in each piece of work; incorrect spellings may not always be corrected. Technical vocabulary or high frequency words, which the child is expected to know, should be the focus.

6. Where corrections are asked for, these must be carefully checked and signed off.
7. Drafting, self-editing and re-writing of 'best' copies should be encouraged where appropriate.
8. Children will be encouraged to assess their own, and peer, work against set success criteria. On longer written tasks children may use 'Two Stars and a Wish' to provide feedback to a peer. The teacher should model how to develop three constructive comments (2 positive and 1 area for development). When a child writes in a peer's book they should write in pencil and sign their initials.
9. The teacher should set a good standard of presentation in their marking and in the presentation of their work.
10. Completed work should be acknowledged through marking before books are returned to the children.
11. When marking a child's work, the next step towards their identified target should be noted, where appropriate.
  
12. Target sheets must be stuck in the front of the books for Maths and English then reviewed half termly as a minimum.

## **Annex 1**

### **Subject Marking**

#### **Art and DT:**

Marking the visual arts is subjective but it aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of any written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

#### **English:**

Marking aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

#### **Humanities:**

The school follows the general school Marking Policy for pieces of work. Formative assessment takes the form of self assessment, peer assessment, group assessment and teacher assessment. This is an on-going process throughout the school term. Written work is assessed on effort, tidiness, and clarity of ideas, knowledge and understanding, and correctness of factual information. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

#### **Computing and Digital Learning:**

Formal marking may not take place as frequently as other subjects, but when appropriate it aims to help children learn, not to find fault, and comments aim to be positive and constructive. In Computing it is usually done while a task is being carried out through discussion between child and teacher, and the child is often able to act on the feedback given immediately.

#### **Mathematics:**

Marking aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

#### **MFL:**

Marking aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability. The early years are rewarded by stickers.

#### **Music:**

Children are assessed mostly through practical tasks which take place while a child is taking part in a performance or composition activity.

**Physical Education:**

Children are assessed through practical participation and achievement. Assessing these sporting abilities takes place while the child is taking part in the lesson or game and verbal feedback is given in each lesson, as well as written feedback within school reports. This will vary according to age and ability.

**Physical Social and Health Education:**

Marking aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

**RS:**

Marking aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

**Science:**

Marking aims to help children learn and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Prompt marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

Annex 2

**MARKING SYMBOLS**

**From Year 1**

<b>SYMBOL</b>	<b>FUNCTION</b>
<b>?</b>	What do you mean? Explain more clearly.
<del>Oops</del>	Mistake: letter/word not needed
<b>^</b>	Omission: a word/letter/number is missing
<b>A</b>	Supported (Aided) work
<b>VF</b>	Discussion with teacher/feedback given.
<b>●</b>	Check your answer

**Additional from Year 3**

<b>SYMBOL</b>	<b>FUNCTION</b>
<b>//</b>	New paragraph needed
<b>I</b>	Independent work
<b>T</b>	Target
<b>X</b>	Incorrect answer- self correction not required.

**Additional from Year 4**

<b>SYMBOL</b>	<b>FUNCTION</b>
Correction written by mistake	Spelling error – correction given by teacher
<b>Sp.</b>	Spelling error – self correct (do it yourself!)
<b><u>Nice</u></b>	Vocabulary: wrong word or choose a better word
<b>/</b>	New line needed e.g. poetry
<b>p. (or</b>	Wrong case (upper/lower) or wrong/missing

<b>circle/correct)</b>	<b>punctuation</b> <b>Replace with correct punctuation</b>
<b>[ ]</b>	<b>Redraft: this section needs re-thinking.</b>