

# Perrott Hill

## Marking and Feedback Policy



**This policy is written with the inclusion of the Early Years Foundation Stage and boarding.**

### Purpose

Marking is, first and foremost, an assessment of the degree to which a child has understood the learning intention. Therefore, the learning intention should be made clear to the children at the beginning of the lesson. Marking is, also, the teacher's recognition of the child's work, effort, achievement and progress. It should indicate approval, encouragement, suggestions for improvement and correction where appropriate.

### Policy Development

The staff of Perrott Hill have written this policy collaboratively. Consistency is important and a set of editing marks is attached and annotated below. Pupils should be made aware of the editing marks and a copy should be displayed in the classroom.

### Grammar and Punctuation

We should encourage children to use appropriate punctuation for their age and ability. We should emphasise a sentence by encouraging children to begin with a capital letter and end with a full stop. It is necessary to read children's stories with them, enabling discussion of appropriate grammar, particularly tense. Children should also read their writing to other children who can also make comments.

### Planning and Organisation

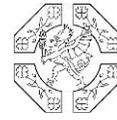
Feedback should, wherever possible, take place through discussion with the child. Mistakes are considered part of the learning process and success should be measured in relation to the learning intentions for a particular child. The teacher's writing should be clearly legible alongside the child's and marked in a colour relevant to the context. Feedback is a means of directing children as well as a means of assessment. Written comments should be positive and where appropriate, appreciative of content and give guidance as to how improvements can be made. Feedback should be focussed on a child's personal target and diagnostic in approach. Time should be given for children to read and respond to feedback. In support of the above, staff use, where appropriate, rubber stamps to highlight 'WWW' (what went well) and 'EBI' (even better if).

### Spelling

We consider it vital to have a positive attitude towards a child's approach to spelling in the Pre-Prep and to correct errors with sensitivity. As the emergent speller becomes more confident they should be expected to use their phonic knowledge (where appropriate to a word). At all stages children should be encouraged to read through their work before the teacher marks it and where able

# Perrott Hill

## Marking and Feedback Policy



make a redraft. They should correct their own work or put a line underneath those words they believe are incorrectly spelt. Similar care and attention should be applied to work on the computer. Children should also be encouraged to use a dictionary and to ask another child or adult in the room. The teacher marks a misspelt word with a line under the incorrect grapheme (or word if necessary) and writes the correct spelling (or grapheme) above the word. The teacher should try to let corrections lead to new learning.

When correcting spelling in pupils' work, keywords and common words that the pupils will need again should be written at the bottom of the work by the teacher.

### Mathematics

Where a child has made an incorrect computation the teacher should mark this with a dot or cross to indicate where the mistake was made. Teachers should encourage children to work out what part of their maths is incorrect, enabling further understanding. Children should also be asked to check their own work before the teacher. It is imperative that children re-do the sum as opposed to rubbing it out.

### Science and other curriculum areas

We encourage children to write their investigations freely and expect good handwriting and correct spellings of key vocabulary, where a child is able. There is a need to mark their work with understanding of what children have written and to respect their effort. Writing in these subjects must allow children to communicate their understanding without concerning themselves about non-key vocabulary spellings that they are unsure of, as they would for English.

- Mark with consideration of child's immediate needs.
- Use word book for aid of spelling.
- Corrections written as near as possible to the error.

### Learning Support

Feedback should be sensitively applied so that it does not defeat the child. If a large number of mistakes are seen, it may be more beneficial to the child if feedback is given on up to five errors in any piece of work.

### Montessori Foundation Stage

Our children learn and develop in an inclusive environment from a balance of adult-led, child-initiated, shared, independent, planned and spontaneous play.

Topics are inspired by our children's interests and responses to the world around them whilst their targets are differentiated through observing play, nurturing abilities and by outcome.

# Perrott Hill

## Marking and Feedback Policy



Children's efforts and achievements are recorded in their individual profiles and, in addition, evidence is collated for the SPECIFIC areas of learning and development to help children, teachers and parents to reflect and build on activities as well as monitoring their progress clearly.

The Nursery and Reception Classes follow the whole school marking policy and use the following symbols as support:

- I the child completed task independently
- S the child required support to complete task
- S+ the child has required additional one-to-one support to complete task.

In addition, children in the Reception class are involved in tracking their own progress and next steps with a 'star and a wish' caption.

### Progression

All staff utilising the same policy for marking and feedback will assist children in maintaining confidence between classes and year groups.

### Parental Involvement

It is felt that parents should be made aware of the editing symbols at a consultation meeting. This can help to avoid confusion.

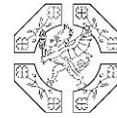
### Staff Roles and Responsibilities

It is an agreed expectation that all staff employed at Perrott Hill use this policy in its entirety.

**This policy should be viewed in conjunction with individual Subject Handbooks (for greater guidance on subject-specific marking and feedback), and the Teaching and Learning Policy in which specific details are given in relation to Assessment for Learning and feedback.**

# Perrott Hill

## Marking and Feedback Policy



### Marking symbols

Symbol	What does it mean?	What do I have to do?
sp	spelling mistake	Neatly cross out the incorrect grapheme(s) and write the correct spelling of grapheme(s) above the word.
P	punctuation error	Correct the punctuation in the writing or rewrite a section of writing.
√	good point In mathematics: correct answer	
√√	excellent point	
○	word choice problem	You may have confused this word with another e.g. their / there. Check it carefully.
Λ	something missing	Write the word, phrase or part of the answer that is missing in the text or at the end of your answer.
//	new paragraph needed	Write out the piece again if asked and remember about paragraphing for your next piece of writing.
[ ]	unnecessary words	The writing would be better without these words so they can be neatly crossed out.
○—○	a relationship problem	The two (or more) words circled and joined up have a problem that needs thinking about. (More commonly used in Year 8)
?	meaning not clear	The teacher has not understood what you are trying to say.