

CFS Marking Policy- April 2024.

Rationale

Cheddar First school believes that all pupils should respond to feedback and have the opportunity to make the necessary improvements following on from any period of feedback from the class teacher.

Improving learning through assessment is enhanced by providing effective feedback to children who need to be able to assess themselves and understand how they can improve. With this in mind, all pupils at Cheddar First School will be provided with **Dedicated Improvement and Reflection Time** on a frequent basis. The principles of Assessment for Learning underpin our assessment and marking in the school. All marking must focus on the Learning objective of the lesson. The objectives and success criteria must have been clearly communicated to the children so that they understand the marking focus of the task.

Aims

- Marking procedures will be consistently applied across the school, with children having access to, and understanding of, the marking criteria.
- The value of each child's work will be reinforced through various approaches such as verbal praise, verbal comments, awarding of star points, celebration, and display.
- Through monitoring and evaluation, all staff will have the opportunity to share, compare and evaluate their responses to children's work across the whole school and curriculum.

Principles

Marking and Feedback should:

- Be manageable for staff and accessible to children
- Be seen by children as positive in improving their learning
- Be specific and relate to the learning outcomes and success criteria which **must** be shared with the children progressing to forming the success criteria themselves
- Give recognition and praise for achievement
- Give clear steps for improvement
- Use consistent codes for marking across the school
- Give children opportunities to become aware of and reflect on their learning, giving time to read and respond to feedback as appropriate
- Encourage and teach children to self or peer mark as appropriate
- Provide opportunities for children to evaluate the work of others and provide constructive feedback
- Inform future planning and target setting

Guidelines for Marking and Feedback for Learning

There is no expectation for any written feedback in books. Instead, pupils will be provided with DIRT (**Dedicated improvement and Reflection Time**) on a frequent basis. Following on from any period of feedback from the teacher,

pupils should have the opportunity to use/ act upon feedback given by the teacher to improve their learning and to support their progress. They should also be given time to reflect upon any given aspect of their learning following the teacher's feedback and improvement time.

To ensure that DIRT is being used effectively teachers should:

1. **Use formative assessment** to plan next steps, refine activities and provide feedback and intervention for the pupils in their class.
2. Ensure DIRT tasks do not replace the necessity of instant feedback e.g. as staff work with children.
3. Plan DIRT activities as often as required. Pupils should indicate **DIRT** as a title for the follow up activity or should write DIRT in the margin next to any activity which is responding to feedback from the teacher. DIRT should pick up on common misconceptions, misunderstandings or areas where you could ensure progress through focussed work.
4. Not 'distance' mark books daily i.e. writing detailed comments at the end of the day independently of the children. Instead, information from daily 'book looks' should inform DIRT feedback which is acted upon individually, in intervention groups or with the whole class. This information will be recorded on the weekly crib sheet for that subject. The evidence of impact is the development in the children work.
5. Be flexible. DIRT can take the form of a starter activity lasting a few minutes or can be a fuller, lengthier opportunity dependent on the activity, the subject or the key stage. A close the gap activity for improvement and the following reflection during DIRT should allow pupils to make progress between where they are now and where they are aiming for.

Examples of DIRT activities:

- Reflection and responding to precise feedback. Pupils using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- Feedback in the form of questions to extend pupils understanding. This scaffolds pupils understanding, step by step, with the expectation that the pupils act upon their feedback using DIRT- writing an appropriate detailed response to teacher feedback.

Assessment Symbols:

S: Supported

I: Independent

A yellow highlighter will identify achievement against the learning objective

- Assessment symbols must be used for every piece of work.
- Green dots will be used to mark incorrect answers.

- A green dot will be put next to the LQ if it has not been achieved. The LQ will then be highlighted in yellow following an intervention to address the misconception.
- A set of non-negotiables identifying marking expectations have been agreed for the children and for the staff which are found in the front cover of every child's exercise book. There is a set for KS1 and KS2. Children are taught from Reception about the non-negotiables so they know how to self-assess and edit their work.
- Teachers will identify next steps and feed this back to children verbally so they understand what they have to do as a next step.
- Star stamps are also used to hone in on a particular area of development. These areas of development are shared by the teacher with clear examples given. This gives the child the opportunity to confidently and independently improve their work. **A star stamp should be used at least once during a TFW unit in English.** Feedback should be given after every lesson where the children are drafting a piece of writing.
- Children must be given time to self-assess and then edit their work once it has been marked. This should be clearly evidenced in each piece of work i.e green dots highlighting an incorrect answer in maths must be corrected.



Marking spelling.

- The marking focus will be based upon spelling objectives taught or previously taught, high frequency words and statutory words. The incorrect spelling is underlined in green pen. The part of the word which is spelt incorrectly will be highlighted in green.
- Children will be encouraged to correct their own mis-spelt words using word lists, displays and dictionaries. Where an error has been highlighted, children should correct this in their writing and should then copy this at the end of the piece of work, ideally as part of a sentence to form a DIRT opportunity.

Marking grammar and punctuation.

- Highlight the incorrect grammar in green e.g. **I runned up the hill.**
- Pupils correct the error in their writing but then complete a DIRT task focused on reading and finding the errors and then correcting.
- Where punctuation has been omitted, a green arrow should indicate where the omission is. A chance to reinforce this in a DIRT task based around correcting a given passage is desirable.

Reception – Our non-negotiables

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Reception Non negotiables

My Teacher will:

Date	Recorded on each piece of work.
Learning Intention	

- Use **golden highlighting** to show a very good example/section of work
- Tell me how well I have achieved in my lesson by highlighting the learning intention.
- Use ✓ or ● to show me how well I've answered
- Show the support I've had using either: **S** = Support
I = Independent work

Year 1 and Year 2 – Our non-negotiables



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Years One and Two – Our Non-negotiables

I will:

Date	Monday 1st September 2022						
	01.09.2022						
Learning Question	LQ: Can I write on the line?						
Capital Letter and full stop	Aa.						
One digit per square	3	6	+	3	=	3	9
Edit my work	whent				went		

My teacher will:

- Use **golden highlighting** to show a very good example/section of work
- Use verbal feedback to tell me how to improve.
- Highlight the learning question in gold if I have achieved it in the lesson.
- Use ✓ or ● to show me how well I've answered
- Show the support I've had using either:

S =Support

I = Independent work

Year 3 and Year 4 – Our non-negotiables

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Years 3 and 4 Non negotiables

I will:

- Write the date and underline it using a ruler
- Write the long date for English and short date for maths
- Write the learning question and underline it using a ruler
- Start each sentence with a capital letter
- Finish each sentence with a full stop or other appropriate punctuation e.g. ? or !
- Edit my work or correct it using my purple polishing pen

My teacher will:

- Use **golden highlighting** to show a very good example/section of work
- Use verbal feedback to tell me how to improve.
- Highlight the learning question in gold if I have achieved it in the lesson.
- Use ✓ or ● to show me how well I've answered
- Show the support I've had using either:

S = Support

I = Independent work