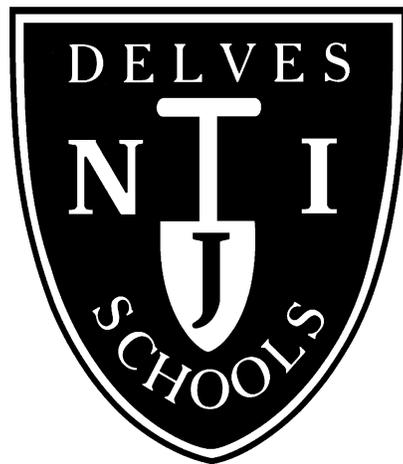


# Delves Junior School



## Feedback and Marking

## DELVES JUNIOR SCHOOL – MARKING POLICY

Effective marking and feedback should ensure that:

- Children understand whether they have achieved the learning objective
- Written and verbal feedback is positive, clear, purposeful and meaningful
- Next steps marking and questioning moves the learning on and deepens understanding
- Future planning and assessment support pupil progress
- Pupils understand how to improve their work through success criteria and modelling
- Children are praised for their efforts.

Feedback is an essential part of teaching and learning and should happen in some form during or after each lesson. Time needs to be allocated for children to respond to written feedback in a productive way.

Marking work: **Green is good, pink for think**

- Marking should, where possible, refer to the learning objective. **Use green to highlight the objective when it has been achieved and also a piece of evidence in the work**
- **Pink highlighters should be used to identify areas for improvement,** teachers may use modelling to improve this (no more than twice in a piece of work)
- All work should be marked up to date
- Marker's handwriting should be neat and follow the school policy (using the Nelson handwriting scheme) – setting a good example to our children
- Work marked with the children in class is entirely valid but should be initialed by the teacher and commented on where appropriate
- Marking may be completed in any colour of ink, except green or the colour used by the child
- Comments should be constructive and aimed at rewarding, reminding, challenging, moving children on in their learning, modelling
- Big Writing: marked in detail when completed with mini targets set to aid improvement, assessment sheets should be completed at least six times per term
- Big Reading: marked in detail when completed, marking to include next steps, marking to aid improvement and moving forward, challenge and modelling
- Guided Reading: should be marked in detail with next steps where appropriate
- Maths: in-depth marking should be used where needed (including modelling and challenges) at least twice a week for every child
- Spellings: in Years 3&4 misspelt HFW, CEW or vocabulary for the lesson, in all subjects, should be corrected (up to a maximum of 3 words per lesson). Corrections should be written in the margin for the child to copy three times or identified using the 'sp' code (see marking code). In Years 5&6, independence should be built by moving towards children identifying their own errors and correcting them
- The DJS marking code (see below) should be used to identify errors in spelling, punctuation, paragraphing, capital letter use and
- Self and peer assessment should be used regularly to enable children to be self-evaluative and build independence. Children should pencil green, amber or red to self-assess.
- Allow time at the start of each lessons for children to respond to comments
- Questioning and verbal feedback during lessons are an effective form of AfL, note any conversations in the child's book where appropriate
- Work should be initialed if marked by teachers who are not the usual class/set teacher
- Where supported by a teaching assistant work should be stamped and initialed

Delves Junior School Marking Code

Error	Code/Symbol	Now what do I do?
Spelling	sp	Check the word in a dictionary and correct it. If the teacher has written it in the margin, copy the word three times.
Punctuation Error	p	Have you forgotten to add a punctuation mark? Have you used a punctuation mark incorrectly? Is your sentence too long and needs to be broken up with punctuation?
New Paragraph	//	Have you forgotten to start a new paragraph? Mark in where the paragraph should start using this symbol. Or, have you put a paragraph in the wrong place?
Missing/Misplaced Capital Letters	C	Check your use of capital letters and correct them. Have you got capital letters for proper nouns and after a full stop? Have you put a capital letter where it is not needed?
Confusing/Unclear Expression	?	Does your sentence make sense? Do you need to rearrange it? Check your grammar. Are you writing in the correct tense? Read it out loud, does it make sense? Have you missed out words? Is your sentence too long? Ask a friend or the teacher for help.