



Sand Hutton and Warthill Federated
Church of England (VC) Primary Schools



Marking and Editing Policy

Intent

Marking and Feedback:

- Allows teachers to better understand how children are progressing.
- Helps students to see what they've done well and what their next steps are.
- Gives teachers more data and knowledge to plan progressive and meaningful next learning steps/lessons.
- Helps identify children who need assistance and support.
- Hands over the ownership of learning to children and celebrates the progress they've made.

Implementation

Our policy ensures pupils are given immediate feedback and misconceptions are identified and corrected sooner, to assist the pupil in making the best possible progress within each lesson and across a series of lessons. Wellbeing is at the heart, ensuring staff use their time effectively, children take greater responsibility for their learning, and that marking and feedback is useful, helping pupils to 'be the best they can be'.

Whole Curriculum

Marking is linked to an objective of a lesson but also to 'everyday skills'. For example, number formation in maths or the correct use of punctuation is always expected.

During lessons, teachers highlight errors in a child's work so that pupils instantly respond and edit. This may be through verbal feedback or highlighting a section of their work. Dependant on ability, this may mean highlighting a word with a missing capital letter or answer, a sentence or a section of text for the pupil to look at.

Teaching Assistants routinely spot errors and use highlighting during a lesson where they are working with a pupil 1:1 or a group, alongside the teacher. They encourage the pupil to edit whilst providing scaffolds or models as necessary.

During lessons, if a teacher spots deeper misunderstandings, a direct teaching spot may be needed, or a TA may be deployed to assist the pupil/small group.

Pupils become proficient at spotting errors in their own work and take ownership.

Peer assessment is used effectively. Pupils discuss one another's work and provide feedback in the lesson which is meaningful and effective.

Teachers use whole class focused slots during the lesson to stop pupils and discuss work so far and any common mistakes they are finding. They stop groups/the class at intervals to share best practice and ask pupils to spot errors in their own and others' work. This is done

collaboratively. Teachers can use a range of methods to do this. Show a piece of work and together edit, ask pupils to read out a piece of text and ask pupils to spot places to improve or pull-out bits that are used effectively.

A coloured pen is used to revisit and edit work, by pupils, so that a teacher can see within and across lessons, the improvements and efforts to check work made by the pupil.

Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

For moderation purposes, 'I' may be used to identify independent writing by adults.

Errors are addressed until a skill is secure.

Teachers use a range of techniques to gain knowledge of a pupil's understanding within a lesson. For example, where there is no written work, teachers may access answers to quizzes (for example on Microsoft Forms) or use 'show me/tell me'. Feedback may be given in the following lesson. Teachers may also use the start of a lesson to give a question which pupils may not be able to answer. By the end of the lesson, they are asked to attempt it.

Following a lesson, teachers make a summative judgment. They make mental or written notes about common misconceptions and effective work. The next lesson revisits these, perhaps using an anonymous piece of work as an example to improve/edit/redraft/commend. For example, teachers decide on which are most important to tackle and ask children to revisit a word, sentence, paragraph or text dependant on task and age, focussing on quality of editing/redrafting over quantity at first, to build up skills.

Where appropriate, TAs are deployed to support individuals needing assistance where necessary during this whole class feedback session. This may be to support a pupil in understanding where this error was made in their work or work on an error which is not an error the whole class needs to work on.

Subject specific

Maths

Where children are considered capable (most KS2 student), they are given answers to maths calculations where appropriate to self-mark. Marking takes place usually, after a few questions have been answered to spot errors as soon as possible, When pupils make an error they have another go and see if they can spot their mistake and why the mistake has been made. If the pupil is unable to see where they went wrong, an adult intervenes. Adults are able to see where pupil errors have occurred through their jottings/calculations. We discourage pupils from rubbing out their work to enable this.

In some cases, pupils peer assess one another. This aids the less confident pupil and the more confident pupil is able to practise skills and calculations, usually at a quicker pace, therefore developing speed and accuracy in calculating.

Pupils are actively taught how to self-mark and correct so that they become confident in the process. Teachers use examples as a whole class teaching point to show the step-by-step process repeatedly until a pupil is proficient.

Marking prompt sheets are used to help where deemed necessary. These are often success criteria or lists written in the lesson by the teacher and pupils. See appendix.

Marking is embedded into lessons. Teachers often use starters and/or plenaries to share calculations which are incorrect and ask pupils to 'spot the error'.

Check twice is used with a different coloured pen to check if they arrive at the same answer.

English

All writers are asked to edit and improve, where appropriate, in addition to proofreading.

Teachers consciously try to scaffold when appropriate but do not 'spoon feed'.

Homework

Feedback is given verbally to all pupils, by pupils and adults as part of a 'homework show' at the end of each half term. Feedback is encouraging, and focusses on what pupils have done which is effective and creative and how they have furthered or secured their learning in class.

Impact

-Teachers provide meaningful feedback which help pupils make progress.

-Pupils are encouraged and know their next steps. They achieve next steps and are able to target set for themselves.

-Pupils take responsibility for their own learning and are able to use this knowledge of learning to assist others. They are able to communicate what and how they learn effectively.

-Pupils know that making mistakes are natural and a necessary part of learning. They are encouraged to learn from mistakes as part of the learning process.

-Pupils are confident to tackle their learning.

Appendix

Prompt Sheet Example

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Peer Assessment

Being able to edit and redraft or proofread work is a skill which needs building over time. This begins in Reception and is built upon. Below is a list of the basic minimum requirements of additional content which should be introduced at each stage to assist pupils during peer to peer assessment.

Reception

- Orally retell a story or rhyme to a partner or group in sequence

- Know that letters are the right way round and correctly formed
- Use phonic knowledge to check spelling of words

Year 1 and 2

- Read it out loud
- Get your partner to read it back to you
- Can you read what has been written?
- Are there finger spaces between words?
- Are all the full stops and capital letters in the right places?
- What does it tell us? Does it sound right?
- Are there any effective words, good connectives and openings?
- Can you spot any spelling mistakes?
- Have you used a full stop?

Year 3 and 4

- Have you/they stuck to the purpose of the writing. i.e. Is it persuasive, descriptive?
- Have you/they used paragraphs to structure the writing?
- Have they/you written in the right format: diary, letter, report?

Year 5 and 6

- Is the handwriting joined and legible
- Have you/they used the correct punctuation and are all sentences accurately punctuated?
- Is the writing well structured and organised; have they used paragraphs?
- Have they made links between ideas and events?
- Have you/they stuck to the purpose of the writing. ie. Is it persuasive, descriptive, informative
- Are you/they aiming your writing at the right audience?
- Is there a variety of sentences for effect?
- Is vocabulary challenging and varied?

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