



Charles Dickens Primary School

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## Marking, Feedback and Pupil Response Policy

### School ethos:

Creativity and excellence are at the heart of everything we do at Charles Dickens Primary School. Children are encouraged to work to the best of their abilities. However, we also want them to have lots of fun along the way. In order to enrich our exciting and diverse curriculum, we offer a continually expanding range of first hand learning experiences and extra-curricular activities, tailored to meet the needs of children at different stages of their school career. We believe that it is important that our classrooms look and feel vibrant and alive and that the creativity exudes from our displays and the presentations and performances of our children. All our children will always make or exceed national expectations of progress and all the staff will support their determination and ambition with outstanding teaching. Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers.

### Principles:

- A consistent and manageable method of marking, feedback and pupil response throughout the school.
- Marking work promptly and according to agreed guidelines.
- All adults working with the children will be involved in marking and feedback.
- Children will be given opportunities to respond to adult feedback and to make improvements to their work
- Clear strategies for improvement will be given.
- Marking and feedback to inform future planning and target setting.

### Guidelines for marking:

- Stampers: all work to be stamped. Guided group stamp with adult initials next to it or independent work stamp.
- Next step comments should always be addressed to the child.

## **Next Step Marking: English**

- Highlight in green several examples of successes meeting the LI and a child's target:
- Highlight next step in pink - at the bottom of the work add a focused comment which should help the child in '**closing the gap**' between what they have achieved and what they could have achieved
- Comments, and any secretarial corrections should be done in green pen.
- **Pupil's improvement** in purple pen wherever possible.
- **Spelling mistakes** to be underlined and sp. to be written in the left-hand margin – attention to be drawn to a manageable number of errors (maximum: 3) - corrections to be written out five times below the piece of work.
- **Punctuation mistakes** to be corrected in green pen – only highlight if this is LI or a target for the child.
- Time should be given for children to read and then make one focused improvement based on the improvement suggestion.

*Next Step Comments include:*

- a) **A reminder prompt - this simply reminds the child of what could be improved ( this is most suitable for brighter or older children) :**

What else could you write about the prince's personality? Why do you think the dog did this? Can you think of a stronger opening for this sentence? Tell me a bit more about this character. What else did you do on your school trip? Tell me 3 things.

- b) **A scaffolded prompt - most suitable for children who need more structure than a simple reminder – this prompt provides some support in the form of:**

**A question:** *can you describe how this person is a good friend? How do you know the dog was angry? What makes you think Fox hunting is a cruel sport? Why is the owl your favourite animal?*

**A directive:** *Describe something that happened which showed you they were a good friend? Describe the expression on the dog's face? Give me 2 reasons why you think Fox hunting is a cruel sport? Tell me how the Owl manages to see at night.*

### **An unfinished sentence:**

*He showed me he was a good friend when .... (finish sentence)*

*The dog's eyes fixed sharply on the man, glittering like .....and his teeth .....*

*I believe fox hunting is a cruel sport because ....*

*The nocturnal Owl can be seen in the dark due to his ..... eyes and .....*

- c) **An example prompt – extremely successful with all children, but especially with average or below average children, this prompt gives the children a choice of actual words or phrases. Giving a choice of actual words is a bit like a brainstorm which leads to children invariably thinking of a better or different way of writing this themselves.**

*Chose one of these or your own:*

*He is a good friend because he never says unkind things about me*

*Peter is my favourite friend because he always sticks up for me in the playground.*

Which do you think is the best description of the dog's teeth? Why? Can you think of an even better simile?

*His teeth were gritted, shining in the half dark, like glinting daggers*

*His teeth sparkled like cruel diamonds, catching the reflection of the streetlight*

Chose one of these or write your own:

*Nocturnal animals often have big eyes*

*Nocturnal animals have huge ears for hearing in the dark*

**d) Word choice prompt. To help children with identifying correct spelling/grammar/punctuation or to identify superior word choices.**

**Homophone prompt:**

Circle the correct word choice in each part of the sentence: *Their/There nest was built over their/there by the barn.*

**Grammar prompt:**

Circle the correct word choice in each part of the sentence: *I were/was sitting with my grandma. She/He was laughing with me.*

Circle the correct word choice in each part of the sentence. *Yesterday a/an owl swoops/swooped down onto its prey.*

**Common errors:**

Circle the correct word choice: *The dog was chasing the postman how/who delivered the parcel.*

Circle the correct word choice: *"Were/where is my dinner?" the dog seemed to say.*

**Superior word prompt**

Circle the best word for describing the dog: *big/ huge/ enormous*

Circle the best word for describing how Jack speaks: *"Stop!" Jack said/grumbled/exclaimed.*

## Next Step Marking: Maths

- Mark in green pen with comment – tick successes rather than highlight
- Errors indicated with a dot
- Next step task indicated with an arrow at the bottom of their work



Indicates excellent piece of work - all correct



Indicates good piece of work - most correct



Indicates next step

### Types of Next Steps:

Questions to Revisit:

Look at Question 2 again?  $34 + 67 =$

### Questions to reinforce

Similar question for pupils to revisit during reflection time to consolidate learning

### Questions to Complete – this could be extension or consolidation

Teacher starts laying out answer or working for question with first steps. Pupil completes

### Identifying own mistakes prompt:

2 are incorrect. Can you spot them? Why is this question incorrect?

### Extension Question:

Inviting the child to apply it in a different context or asking the child a thinking question:

What if we have 6 extra people?

Can you make up 4 calculations of your own that give the answer 24?

Does this calculation still work with negative numbers?

Can you write a rule for this?

Can you think of an exception to this rule?

Is this rule always/sometimes/never correct?

Which one is the odd one out.....?

Add symbols to make this correct..... $4 \quad 5 \quad 20$ .

Write a number sentence that gives same answer as  $6 \times 4$ ?

Where would you see a cuboid in school? At home?

Can you list 5 situations where you have used time this week?

**Other types of Acceptable Marking:** When using the following, ensure there is a clear rationale for these methods rather than personalised marking.

### **Shared marking/editing leading to self marking**

- Marking one piece of children's work as a group/class should be done at regular intervals, because this models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of leveled work with the same title, and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.
- Teacher will need to look at children's marking and comments and acknowledge.

### **Paired marking – most suitable for maths and cloze procedures such as spellings in English**

- children need to be trained to do this, through modeling with the whole class, watching the paired marking in action.
- ground rules on presentation should be decided.
- When used in extended writing, ensure have a proforma to complete and that appropriate feedback has been modeled and is structured into the proforma.

### **Features of Key Stage One marking and Pupil Response**

- **Follows same principles as above except more verbal feedback may be needed**
- All work should be marked – either through verbal feedback or close the gap marking.
- Verbal feedback should be indicated on the work with VF and children's improvements based on feedback should be obvious.
- Highlight successes in green **when** giving verbal feedback
- Annotation of unclear spellings must happen in all cases in order to make a piece legible

### **Features of Early Years Marking and Pupil Response**

- Feedback is given to children verbally – part of verbal feedback should include green pen and highlighting to acknowledge success and improvements. In English, this may need addition of green smiley face, star or similar to encourage children to associate with positivity.
- Level of support/resources used should be indicated on written work where the child is not working in a guided group.
- Learning/next steps against the learning intention of practical work in focus groups will be recorded on the group assessment sheets and informs future planning for learning
- Tick correct sounds, discussing how many are right, and write in missing letters.
- Photographs are also kept as appropriate
- All staff to be involved in feedback

April 2003

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