

Three Rivers Federation

Marking and Feedback Policy



Date approved by Governors	Jan 2017
Signed on behalf of the Governing Body	
This policy will be reviewed	Jan 2020
Headteacher responsible for Implementation and Monitoring	

Feedback is an essential part of planning, assessment, teaching and learning. We want feedback whether verbal or written to give clear guidelines as to what are the next steps for the child and to affect planning in order to improve the teaching and learning.

We mark work to inform our future planning and to provide feedback to children and parents. We will also build in opportunities for pupil self-assessment and target setting.

Children need regular, consistent feedback on how they are doing. We strongly believe the most effective way of ensuring this is through constructive dialogue with the child that builds on what the child can do.

The way in which we mark children's work will often be dependent upon the learning objective of the lesson and take into account the child's needs and abilities.

The strategies we use may also depend on the subject area of the curriculum that is being covered.

We offer marking and feedback to

- Encourage, support and promote positive responses to learning
- identify the child's successes against the Learning Objective
- identify where improvements can be made
- highlight the child's next learning steps / target
- recognise, encourage pupils' effort and progress and help them reflect and articulate their own learning
- focus on those areas of learning where groups or individual pupils need specific help
- provide a record of pupils' progress
- assess the child's level of understanding
- help parents understand strengths and weakness in their child's work

Self-assessment is actively encouraged where possible to allow pupils to self-assess their work. This will give an indication of challenge and success against criteria. Smiley faces; written by the pupil will inform teaching staff of how the child has assessed themselves therefore informing the teacher if further support is required.

Peer Assessment; Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but it is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways.

Who Marks work?

- All teaching staff
- All TA's who teach or lead sessions (work to be initialled)
- All supply teachers (work to be initialled)
- Children may mark each other's work or we mark it together.

Children's books will contain a Math's presentation guide and an English presentation guide

Focus Marking

We acknowledge all children's work, however focus marking takes place in Maths and Literacy. Within the learning session marking and feedback is given through a series of green ticks and/or pink underlining and dots. These indicate successes and areas to re-look at. This enables children to have a more immediate response to their learning and to support them to achieve more.

An effective feedback for learning process is used which

- shows success
- indicates improvement
- gives improvement suggestions
- ensures time given for children to respond to marking

Monitoring:

Marking will be monitored regularly by the Headteacher, /SLT/subject leaders and governors as part of work sampling.

Children's books will contain a Maths presentation guide and an English presentation guide, giving the school's agreed symbols for marking. This guides the marking abbreviations used in books by staff:

Equality Impact Statement

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the consultations for this policy we have considered the duty to promote equality of opportunity and good relations.

This policy should be read with other school curriculum policies, assessment policy and the handwriting and presentation policy.

Three Rivers Federation Marking and Feedback Guidelines

Marking should be appropriate to the age and ability of the child. All children's work should be valued and annotated respectfully so as not to spoil a treasured piece of work. Anyone marking children's work will use a neat cursive script as a good model.

In FS /KS1 work will often be marked and discussed with the child present.

All English and Maths work is marked and appropriate feedback given. This may take place during the lesson alongside the child.

Work must be marked before the next lesson

Feedback should be positive and constructive and identify the next steps for future learning.

Any work towards the core target should be noted.

Marking should relate specifically to the learning objective of the activity and 'Steps to success'.*

Children will be clear about the success criteria at the beginning of the learning activity.

Marking is done in fine tip/ballpoint pens in the following colours:

- **Green ticks and comments** indicate positive achievement against the learning objective/steps to success.
- **Pink is to make you think** and indicates a mistake to look at. This is used only during the learning session for immediate response.
- **Blue comments** indicate next steps

Opportunities will be given for pupils to self-assessment using the staggered success criteria.

Other forms of self and peer assessment should be used as appropriate.

More formal peer assessment is developed as children progress through the school.

Comments whether verbal or written will begin with a positive statement identifying strengths including whether the learning objective had been met. (Use marking code) Dialogue is not reliant simply on empty praises such as 'well done'

It should be purposeful and enable the child to know exactly what particular strengths have been identified such as "I have noticed..." I particularly like the way you..., for example and then indicate what next steps could be.

Maths and other closed tasks should be marked with a tick; incorrect answers are indicated with a dot rather than a cross x. The small dot is an indication for the child to look again.

Children's books will have a Math's presentation guide and an English presentation guide on the front covers.

A specific time will be given each day for children to respond to marking.

Guide to the marking abbreviations to be used are on the reverse of this document.

- **Green ticks and comments** indicate positive achievement against the learning objective/steps to success.
- **Pink is to make you think** and indicates a mistake to look at. This is used only during the learning session for immediate response.
- **Blue comments** indicate next steps.

I - independent work with little or no adult support

S - supported work

IS - initial support needed

LO met - indicates learning objective met

VF- verbal feedback given

// - New paragraph

 - Excellent/interesting word or sentence choice highlighted by a wavy line to emphasise success.

✓ good word, correct punctuation, achieving learning objective etc.

✓✓ excellent/interesting word, correct punctuation achieved learning objective

SP in margin - spelling error

Teachers write the correct spelling (no more than 3 in a piece of work)

Spelling mistakes to be written out three times by the child (appropriate to age, expectations)

The Rockland St Mary and Surlingham Primary Schools Federation

* Expected format for printed 'Steps to Success'

Date	L.O	
Pupil	Steps to success	Teacher

A pale colour to be used for purposes of differentiation as preferred.

For extended pieces of writing the Writing Ladders to be used. In KS1 children can tick as a self- assessment. In KS2 pupils to grade 0-5 as self- assessment.

Grids to be differentiated as appropriate.

Example

Pupil 0-5	(Genre) eg. Non-Chron/ological Report/LO	Teacher 0-5
	My introduction includes a general description about what is to follow	
	I organised my report in paragraphs around a theme (looks, habitat)	
	I used technical language to add authority	
	I used language of comparison - bigger, biggest etc -	
	I used the third person	
	I used a concluding paragraph	
How I can improve my writing next time ...		