



Stottesdon C. of E. Primary School



Policy Statement: Marking and Feedback Policy

Rationale :

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. The guidance supports consistency across the school and has been created from practice across the school. Responding to children's work is both the responsibility of teaching and support staff. We want marking to be efficient (meaningful and manageable); it should have the greatest impact in the most efficient way and consequently support staff in giving time to planning and preparation and to achieving a work-life balance.

Aims :

The overall aim of our marking and feedback is that it is:

Meaningful
Motivating
Manageable

We aim for the impact of our marking and feedback to be:

- ✓ Recognising children's achievements and progress.
- ✓ Raising self esteem by providing positive feedback and establishing a 'can-do' culture.
 - ✓ Informing and stimulating further learning.
 - ✓ Assisting pupils in their next steps.
- ✓ Enabling teachers to plan the next stage of teaching and learning.
 - ✓ Enabling staff to make judgements about pupil attainment.
- ✓ Providing information for other staff involved in monitoring children's work.

Pupils should also be fully involved in the evaluation, assessment and improvement of their own work.

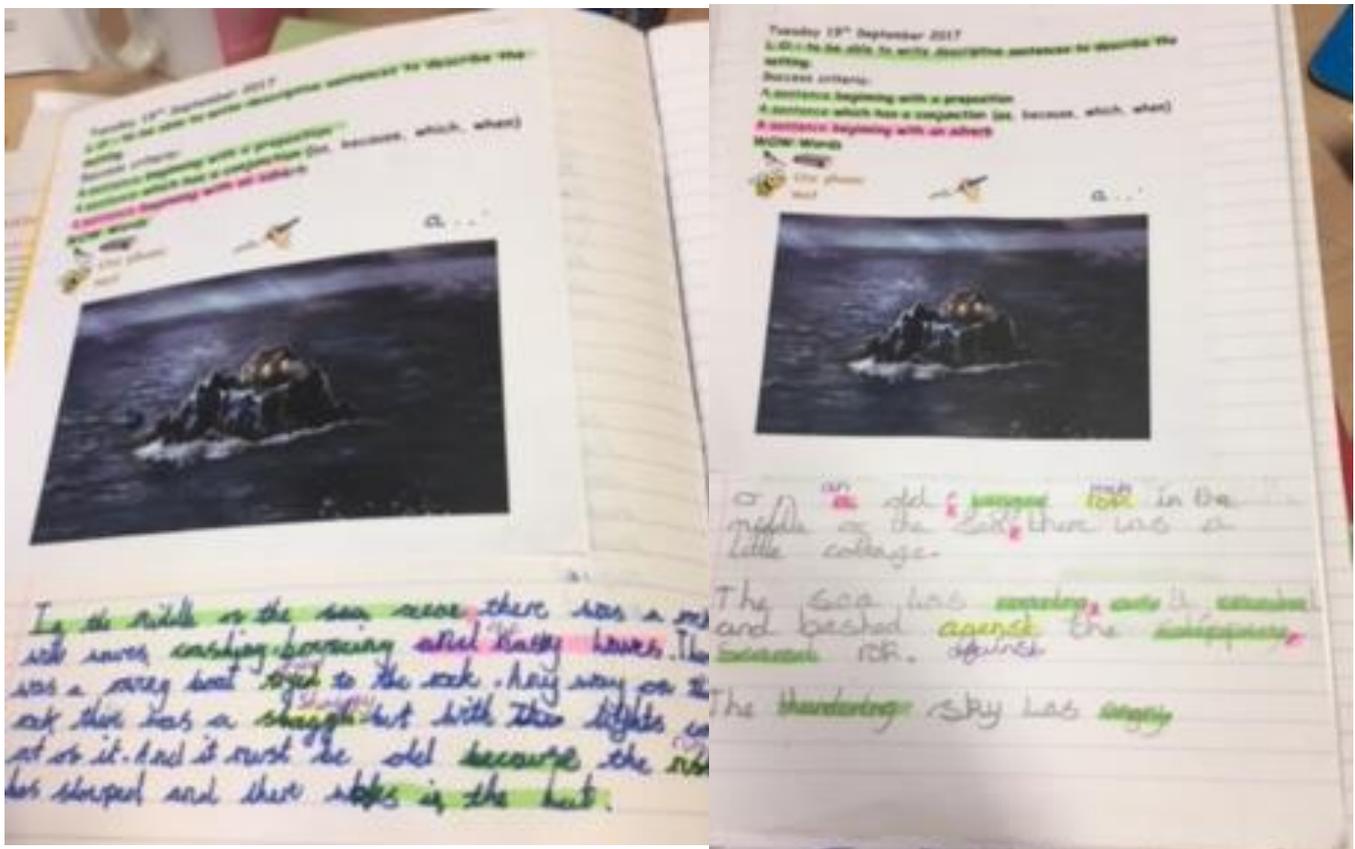
We achieve this ownership and active involvement through:

- ✓ Giving pupils time to respond (editing and improving - purple polish) to marking and feedback.
- ✓ Using self assessment, thereby developing the pupils' understanding of the learning process and developing independence. Strategies for this include traffic lights, smiley faces (☺ ☹ ☺) or pupils evaluating against their own success criteria.
- ✓ Developing peer assessment as pupils have high regard for the thoughts of their peers.
 - ✓ Using pupil conferencing or verbal feedback as much as we can.

Guidelines and Practice:

1. Marking/feedback should be given as soon as possible (often within the lesson). Pupil's work should have some sort of feedback before the next lesson.
2. Pupils should be encouraged to 'check in' or have some sort of feedback within the lesson to prevent the teacher discovering complete misunderstandings after the lesson. This can be particularly affectively applied in maths e.g. pupils check after 4/5 questions to confirm their understanding before moving to the next challenge/learning activity.

3. Marking/feedback should address all aspects of the LO and or Success Criteria, looking for strengths and areas of development (the majority of feedback should be positive):
 - a. Highlighting or underlining using a green highlighter indicates **GREAT GREEN** (strengths). Highlighting should be of both the LO/Success Criteria (to show what the child has achieved that lesson) and examples of good work. Dotted or dashed highlighting of the LO/success criteria indicates progress towards but not yet secure. If highlighting makes clear what has been achieved, staff do not need to write additional comments. Any written comments should be specific and concise and related to the LO/Success criteria or pupil next steps e.g. well-chosen adjectives and prepositions (not lovely description).
 - b. Highlighting or underlining using a pink highlighter indicates **THINK PINK** (areas for editing/improvement). Highlighting should be of specific words, phrases or sentences (a line down the margin can also be used for those with greater independence and deeper learning). If staff know pupils are not going to be able to identify the problem staff may write a comment, verbally feedback or put a code in the margin (CL - capital letter; P - punctuation; G - grammar; // - new paragraph; adj - adjective needed; adv - adverb needed; ? - check for sense) Any written comments should be specific and concise and related to the LO/Success criteria or pupil next steps e.g. *improve the highlighted verbs to add more suspense* (not 'can you make it scarier?') or modelling a calculation and giving them one or two to practise.

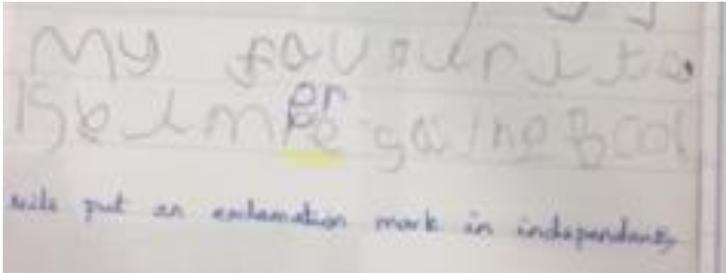


4. Children should feel motivated and engaged by the marking process. We aim for children to want to grapple and polish their work with their **purple polish pens**. Older children can purple polish at anytime as it becomes an embedded part of their learning journey. Younger pupils will use the purple polish when reading through and checking their work.
5. On the odd occasion when a child has got a pattern of misconception this should be addressed the following day or through intervention. A comment should show this e.g. *We will work on this tomorrow* or *We had a 1:1/small group session*.
6. The school uses a 'Spelling Bee' initiative to support the development of spelling. Staff use a yellow highlighter to highlight up to 3 words appropriate to the age and ability of the pupil. If pupils do not make any mistakes for their age/ability they are rewarded with a spelling bee

sticker. 10 stickers leads to a spelling bee badge award in achievers. Any spellings highlighted will be corrected by the pupil in an editing or a 'Spelling Spot' session. Pupils also practise their highlighted words in their spelling journal (ten times) so they have a record to refer to in future. Some pupils may be ready for a yellow line in the margin so they have to independently spot the mistake themselves. Some pupils may, according to age and ability, need support to correct a word. This may be done through:

- Giving the correction to practise.
- Give a choice to support correction e.g. rane, rayn, rain.
- Sign post to a resource e.g. dictionary, spelling lists in reading records, keyword lists, phonic mats.

Please note that only independent correction should be acknowledged when formally assessing pupils work.

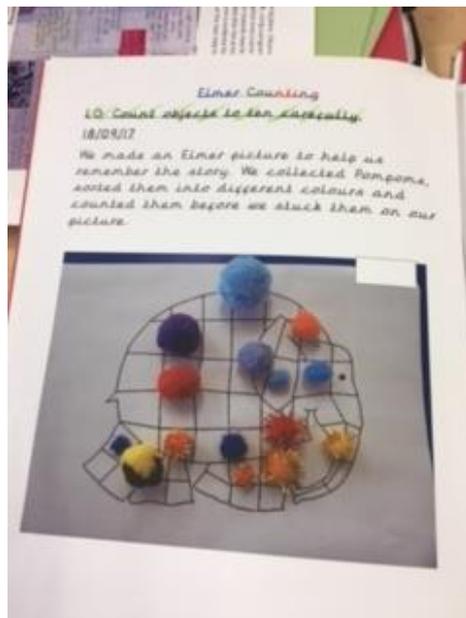


- If handwriting, letter formation or number formation needs support staff should choose 1 or 2 letters/numbers or patterns of letters (e.g. ascenders/descenders, anticlockwise movement) to model at the bottom of the work and then the children can practise too.

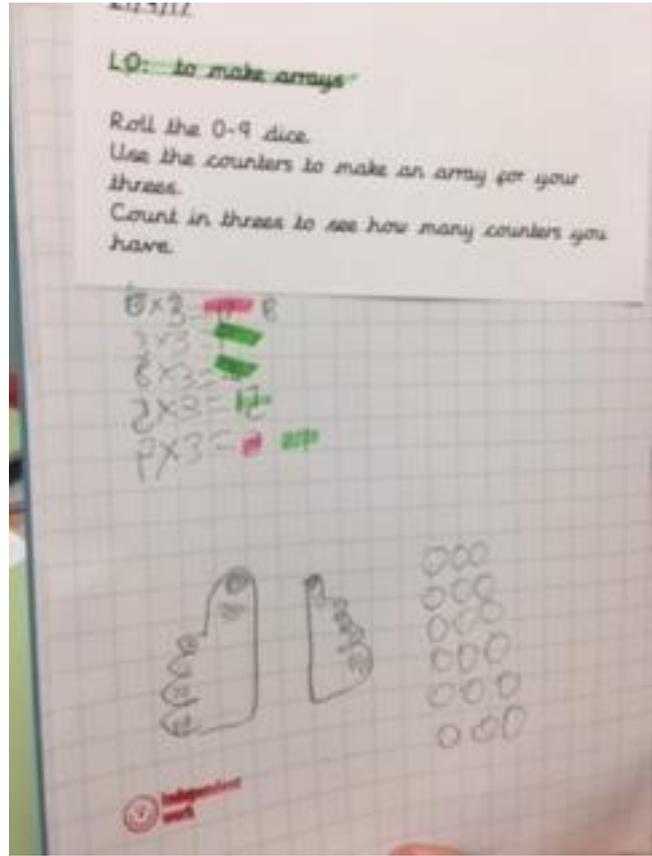
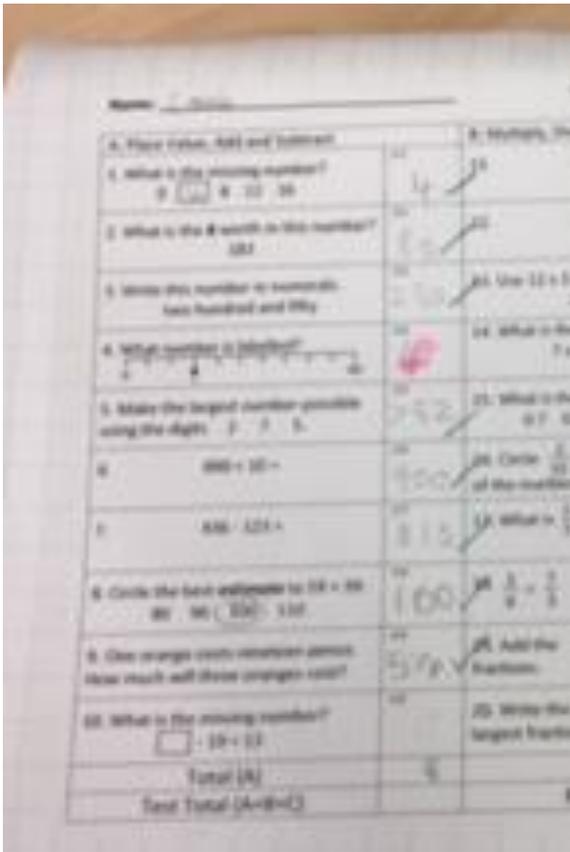


- Marking/feedback in the EYFS should prioritise verbal feedback. Next steps are shared verbally and praise is given against the characteristics of effective learning. As the Reception year progresses staff will be able to increasingly apply aspects of this policy e.g. LO/success criteria

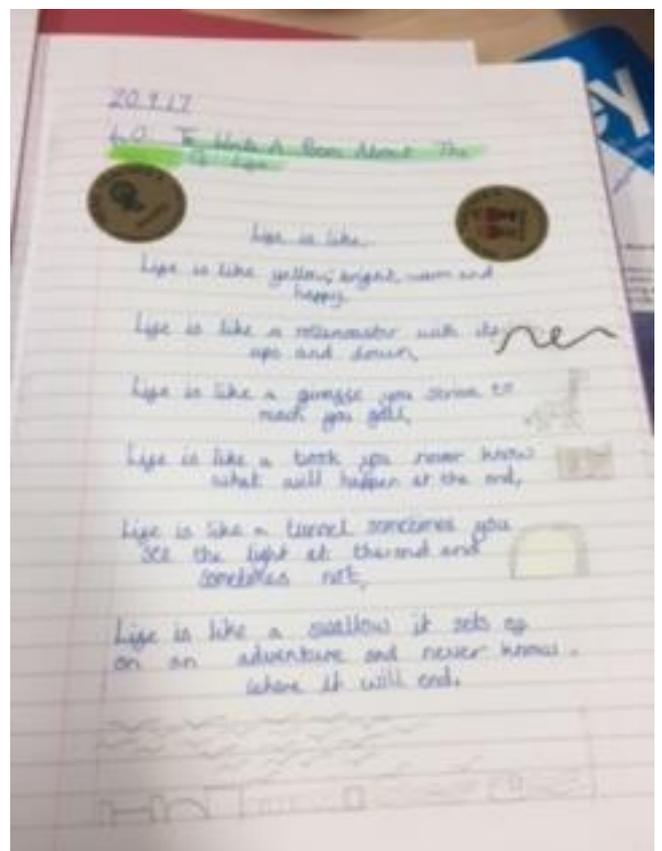
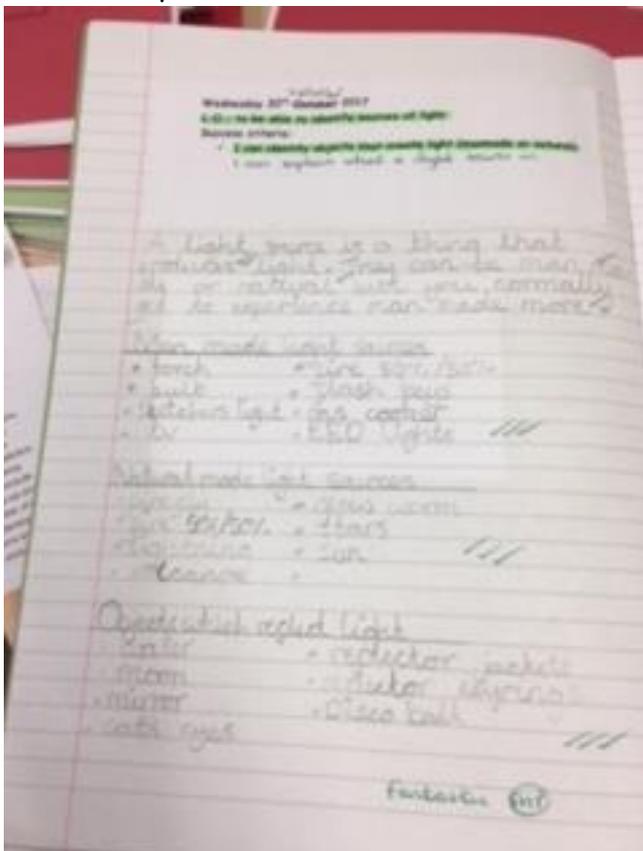
highlighting and beginning to highlight pupils work.



9. Errors in maths work should not be rubbed out but corrected to the side.



- 10. Teachers should always aim to spot conceptual errors or patterns in errors to inform future provision.
- 11. In foundation subjects marking should be made manageable by prioritising the use of highlighting objectives to show what was achieved in the lesson. Reward stickers that relate to table points should be used to promote motivation. Expectations in English or Maths should be maintained and developed across other subjects. Spelling, punctuation and grammar should be addressed in similar ways.



Rainbow Science

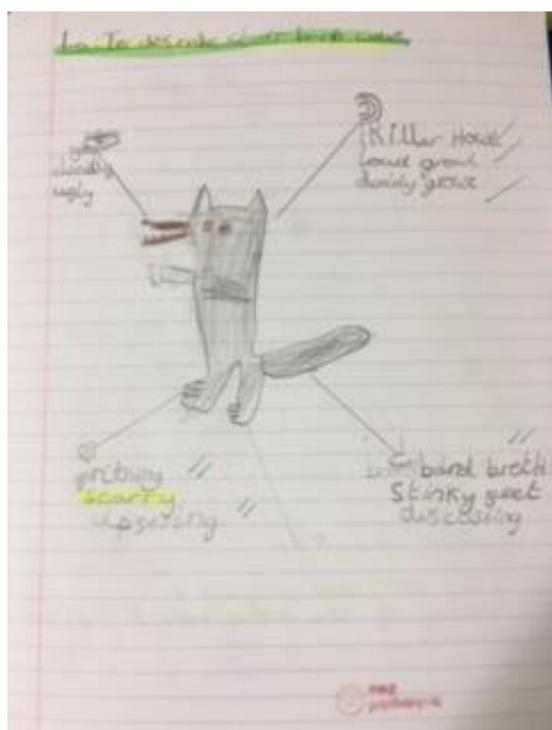
Thursday 21st September

LO Make careful observations and talk about what is happening

- Say what you think is going to happen (predict) *Great prediction*
- Make careful observations and explain *and explain!*
- Talk about what has happened *yeah!*

We have been carrying out a very exciting experiment to see what happens when we put rainbow skittles in water. We made predictions and tried to explain why we thought this would happen. We had to use our eagle eyes to not what was happening and then we tried to explain what had happened and why.

12. Codes or stamps should be used to show the level of support a child has had: I = independent; S = supported. This might vary during a lesson and it is useful for these codes to be used in the margin to show this (e.g. S turns to I when you leave a pupil to carry on, on their own)



begin. My friend and I sat for an hour before we reached the countryside then we sat for some hours more. It was a beautiful view of the lush green hills with the young cattle grazing in the warm sunlight. Although I liked the new country world, I was still scattered by the quietness of this unknown place. Finally, the train came to a halt and we got off at the station and were picked up by an arranged taxi driver.

As we stood waiting patiently for our best families, the sound of crying and sobbing from the younger children ^{was} scattered to be surrounded to make sure missing their parent. Scattered, Mr Brown a groupy looking old man came to collect us from the village hall, we and Scattered were quite disappointed, but as soon as we got to the house we saw Mr Brown and were scattered with having such a sorry lady to the with when we sat down at the table a lovely hot meal was placed in front of scattered as per usual the cat started to go down and the animals lay down for the night.

Scattered we had a full English breakfast to start of the day and went to feed the animals and work on the farm or do some homework. After closing the house for three hours with Mr Brown, we used to scattered help harvest the crops scattered, when I work sometimes over the weekend. Scattered, the dinner