



Dry Drayton CE (C) Primary School

Marking and Feedback Policy January 2016

Marking and feedback has 3 purposes:

To help pupils:

- 1: Understand what they have done well
- 2: Understand how to improve
- 3: Make visible signs of improvement as a result of feedback.

1. What Went Well?

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

2. Next Step marking

To ensure all pupils understand how to improve different types of **prompts should be used**. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

3. Visible Signs of Improvement/Progress

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given for the children to read, reflect and respond to the guidance so that they may act upon it and make improvements.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where **verbal feedback (VF)** is given for pupils' recorded work, it is often appropriate to use '**key word marking**' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by the Headteacher and subject leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Marking Writing

1. Highlight in **pink (pink for praise)** where the child has written the best aspects against the learning intention. The child should know they can use this again in their work
2. Highlight in **green (green for growth)** where the child needs make improvements. This should be followed with a '**next step** 'comment based on the prompts outlined above. **Time must always be given for the child to respond to feedback.**

We encourage, where appropriate, the children to identify their own possible spelling errors by self-checking at the end of a piece of work. This should be done by underlining in coloured pencil.

Spelling, punctuation, grammar etc. should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time when learning to write.

When written work is finished, ask children to check for things they are unsure about, or have a check list based on their previous targets to focus on.

Children should be encouraged to 'have a go' at spellings and not be relying on the adult to spell for them. Where the child cannot work out the sound/ letter or if the child has had a go at a word but feels it looks wrong then they may underline the whole word to let the teacher know they know it is incorrect. Children should be encouraged to use adventurous vocabulary, the 'wow' words. If children make a mistake the error should be crossed through neatly with a straight line. Erasers may only be used by teachers when there is a need to rub out a small error on work.

Marking Maths

Written Maths – Ticks and . (dots) are used as appropriate. This should be followed with a **'next step' comment** based on the prompts outlined above. **Time must always be given for the child to respond to feedback.**

Verbal feedback should be recorded with (VF) and a 'key word' at the point of learning. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Self Assessment

Children should be given the opportunity to self-evaluate their work. This will be completed through the use of an arrow and be put at the end of the Learning Objective:

- ↑ Achieved the learning objective
- Partly achieved the learning objective
- ↓ Not achieved the learning objective

KS2 pupils may be asked to make a written comment to evaluate their work/learning. Some children in the Foundation Stage/KS1 may prefer to use smiley faces or a verbal evaluation.

Peer Assessment

At times, pupils will be asked to assess work completed by their peers. When completing this they should be encouraged to find a positive aspect to comment upon and also something that they think would improve the work – explaining why. This provides confirmation of their learning and progress.

This Policy has been written collaboratively and is a reflection of the shared values of the Staff. It will be implemented during the Spring Term of 2016.

ACC Committee Spring 2016 (to be reviewed January 2019)

