



Marking and Feedback Policy

Date: September 2018

Review date: January 2019

Signature of Chair of Governors:

Aims and objectives

Lutton St Nicholas and Gedney Church End Schools recognise that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and move their learning on and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given so that children's books demonstrate that teaching over time is good or outstanding.

Effective Marking

At the Federation we use effective marking to respond to children's learning effectively and to:

- Motivate children in a meaningful way
- Encourage interaction between the child and teacher
- Make every child feel valued and confident in their learning
- Promote interaction between children (e.g. peer-assessment)

When marking, adults at the Gedney Church End and Lutton St Nicholas Federated Primary Schools will use a purple pen, to tick, correct and make comments about the children's work. Children will respond to feedback in green pen.

Expectations

Literacy

There should be at least 2 quality pieces of written work plus a 'Big Write' in Literacy books every week. Each week books should contain:

- Self and/or Peer assessment at least once a week
- A specific response from the teacher including next steps and green pen questions should be given for each of the teacher marked quality pieces of work.
- In addition to this, the 'Big Write' will be marked against the Year Group's assessment grid every week.

Numeracy

There should be at least 3 quality pieces of written work in Numeracy books every week. Each week books should contain:

- Self and/or Peer assessment at least once a week
- All calculations should be marked (by the teacher and/or the children). If marked by the children teacher should assess the outcomes and respond to the learning.
- A specific response, including modelling methods, from the teacher including next steps and green pen questions should be used three times a week a week.

Foundation books

There should be at least two written pieces of learning evident in these books per week, dependent upon the learning cycle. Marking should include next steps and green pen questions.

Pupil Response to Feedback

Teachers should plan an allocated time at the start of the next lesson for the children to respond to the teacher's comments in green pen and/or complete peer and self-assessment. A GPQ slide must be included in the Smartboard for each lesson.

General

All children's learning, including homework, should be acknowledged and valued.

EYFS

In the early years marking is used to inform parents of children's learning so they can support children at home. In reception effective marking is used in their literacy and numeracy books to celebrate learning and identify next steps.

Learning Journals in the EYFS allow children and parents to have regular opportunities to read and contribute to them and discuss their child's learning therefore allowing pupil and parent voice and development of childrens' next steps in their learning.

Marking symbols

ws with support

I independent

V verbal feedback

sp spelling error

p punctuation error

g grammatical error

____ this doesn't make sense

// new paragraph

✓✓ I really like this

c correction (as opposed to a cross)

?

	Children are involved in setting targets for improvement and know how to achieve them	?
	There is a very good level of response to personalised comments from teachers	?
	There is subsequent response from the teacher	?
	 Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge 	?
	Children actively demonstrate understanding of targets set	?
	Marking and feedback move learning on rapidly	
	Learning over time is excellent	
	 All children are set relevant, accurate targets on a regular basis, the pupil knows their targets and how to achieve them 	?
рооб	 Self-assessment is a regular activity: children know what they are good at and what they need to do to improve 	?
99	 Children revisit and respond to previous learning through written, post-task questions 	?
	 Children respond to personalised comments from teachers 	?
	 Marking and feedback results in learning over time being obvious 	
int	 There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum) 	?
l me	Work is marked regularly	?
Requires improvement	 Children know how well they have done in relation to the objective 	?
) br	 Marking helps to build confidence 	?
Sir	 The majority of marking is about recognising success 	?
<u>ië</u>	Some relevant targets are set	?
nba	 The teacher's handwriting is easy to read 	?
8	 The teacher's spelling and use of Standard English is accurate 	?
	Marking and feedback results in the pupil making progress	
	 Marking is likely to be inadequate if it does little to help children to improve. 	
	Work is not marked regularly	?
	 Marking is not linked to the objective 	?
ىه	 Marking does not help to build confidence 	?
Inadequate	 The majority of marking is not about recognising success 	?
led	 No relevant targets are set/ targets are poorly chosen 	?
nad	 The teacher's handwriting is not easy to read 	?
_	The teacher's spelling and use of Standard English are inaccurate	?
	Work is marked incorrectly	?
	The advice given to children is inaccurate	?
	 There is insufficient work in the children's books to allow marking to have impact 	?