Elton Primary School & Nursery

Marking and Feedback Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	Spring 2017
Review	Spring, 2018

Introduction

This marking policy has been written in consultation with teaching and support staff. At Elton Primary School and Nursery, we value the work of all learners and support them by providing clear guidance on how to be successful and how to improve. At the beginning of every lesson, learners are told what the objective is for the lesson as well as having success criteria's and steps for success, this enable all children to achieve the objective. Learning objectives are indicated by WALT (What are we learning today?), WILF (What am I looking for?). During and at the end of each lesson, learners are given opportunity to evaluate their progress and that of their peers, against the given success criteria and steps to success in a range of collaborative ways to inform assessment for learning.

Foundation Stage 1&2

In the Foundation Stage children are gradually introduced to the learning objectives (WALT) and Success Criteria in Reception. Learning is assessed during both adult led and child initiated activities. Observations are recorded on post it notes, sometimes supported by photographs, which show the date and the area of learning. These observations are linked to the Characteristics of Effective Learning and demonstrate how the children best learns. These are then added to the child's Learning Journey and referenced to the 'Development Matters' curriculum document. These observations celebrate what the children can do. Observations that highlight areas for development are added to the planning file or the teacher's assessment diary so that they can be used to inform future planning. Such observations are communicated to the children orally at the time that the activity takes places. If the activity is a recorded piece, children are given verbal feedback at the point of learning and a small selection of symbols are introduced to the children from Appendix A to prepare them for KS1. Sometimes feedback is given to children in a whole class situation to model how to assess. This technique can then be used to encourage children to self assess and peer assess using the learning objective and success criteria. During the course of the year, the children are introduced to a range of AFL strategies and techniques to help them to do this. Pupils are also given individual targets each half term which are shared verbally with the children. These are generally Literacy or Mathematics based.

KS1 and KS2

All curriculum subjects

- Every piece of work across all curriculum subjects to be marked/ acknowledge by adult. Marking to be carried out in a <u>blue pen</u> using <u>cursive script</u>.

- Marking code posters (A3) should be displayed in all classrooms.

- Children respond in <u>green biro</u> to all marking and feedback. Do not permit children to write phatic responses to marking and feedback (E.g. ok, thank you, Iwill etc).

- <u>SC√</u> will be used to indicate whether a child has been successful in meeting the success criteria. <u>SC x</u> will be used if a child is emerging towards the success criteria.

- <u>I/G/T/P</u> will be used to indicate how much support has been given throughout the session. (See Appendix A) A <u>V</u> symbol will be used at the point of learning where verbal feedback has been given. All verbal feedback must show impact on progress within the lesson/ following lesson.

- We are aware that some learners may find it difficult to read written comments made by teachers. This is particularly the case in KS1 or for pupils with additional learning needs. In these cases, and for all children, the comprehensive symbols are used to indicate whether or not the objective has been achieved or exceeded and for their next steps. (Please see Appendix A). The written feedback is then communicated orally with the individual pupil.

- SC self-assessment tick lists should be used for a variety of curriculum subjects so children, peers and teachers can assess against the given success criteria.

Writing

- At least one piece of extended writing per week should be marked using pink and green highlighters against the success criteria. 'Fix it' time is given for pupils to respond to this feedback in the following lesson. Teachers should provide positive written feedback indicated with a tick at the start of the sentences and an arrow for written next steps (see Appendix A).

- For shorter pieces of writing a pink highlighter will be used to identify three incorrect spellings (pertinent to individual at least once a week), this approach will help children to identify incorrect spelling patterns. In KS1, children may be given a choice of two graphemes for the phoneme spelt incorrectly. Pupils are encouraged to use the Speed Sounds chart/ HFW list or a Dictionary to find the correct spelling.

- Success criteria tick lists should be used for extended pieces of writing at the end of a unit so children, peers and teachers can assess against given learning objective.

Maths

- Correct answers to be given a tick. (√)

- Incorrect answers to be dotted and then ticked once child has self-corrected. Children self-correct in green biro. (. √)

- Written feedback can be given but working models are more effective so children can use the models and images to edit and correct workings out and answers.

- Teacher's to mark children's work at the point of learning (with the group they're working with) rather than retrospectively so that children have opportunity to rectify mistakes within the learning time. When giving verbal feedback teacher uses V symbol.

- SC self-assessment tick lists should be used where appropriate. Children, peers and teacher can assess against given learning objective.

- If recording children's practical maths work using pictures/ pic collage, teachers should ensure that all pictures are pertinent, E.g. one per group, success criteria differentiated for each group, not one pic collage for the whole class.

Extending and Challenging the more able pupils

In addition to differentiated work, we also give children the opportunity to challenge their learning by offering them extension tasks should they complete the core learning task. This is indicated in the written work with an EXT for clarity when work is scrutinised.

Peer and Self Assessment- Assessment for Learning

We encourage learners on a regular basis to review their own progress and that of their peers against the given success criteria. All learners use a colour system to colour code their work (green= for growth, pink=rethink). Across the school, learners are encouraged to self/peer-assess using written comments as well as using a range of Kagan strategies.

Responsibility for marking

Ultimately it is the Class teacher's responsibility to mark the children's work in their class. Supply teacher, HLTAs covering lessons and Students will be treated as the class teacher and will be made

aware of this policy and the specific requirements of the class they are working with via the handbook/induction.

	Our Marking Codes
Appendix A	**English**
Marking	*Use cursive writing and mark in blue pen.*
Rethink	**Use this for editing, improving, feedback and spellings.**
Great	**Highlight work that is great!**

Maths	
✓	**Tick for correct answer**
.	**Dot for corrections (Children respond/correct in green pen)**

All subjects	
T	**Teacher 1:1 support**
G	**Guided group work**
I	**Independent work**
P	**Paired work**
V	**Verbal feedback given**
SC√	**Achieved success criteria**
SC×	**Did not achieve success criteria**
✓	**Before all positive feed-back**
→	**Next steps in written feedback**