



Learn, Serve, Shine

Crockham Hill C E Primary School

Marking and Feedback Policy

Review Body:	Headteacher
Leadership Group Responsibility:	Headteacher
Type of Policy:	Non-Statutory
Review Period:	Three Year
Reviewed:	Autumn 2017
Next Review:	Autumn 2020

Aims

As a result of marking and feedback pupils:

1. **Understand** what they have done well.

2. **Are clear** about how to improve

3. Make **visible** signs of improvement

How should learning be marked or feedback given?

General points

- Marking and feedback should demonstrate a positive attitude or tone that helps to build the self-esteem of learners. This should be true of feedback given by both adults and pupils.
- Marking and feedback should work to achieve the three aims above. It includes both written and verbal feedback.
- Marking and feedback should have a clear focus, usually linked to a learning objective and/or individual pupil targets.
- It is not expected that all errors in spelling and grammar will to be corrected but marking should link back to the the Grammar, Punctuation and Spelling (GPaS) objectives for that week. However all should be marked for a specific 'spelling' or a grammar based focus. Teachers should use their professional judgement to ensure that the feedback given focuses on the learning objective of the activity or task.
- Targeted groups or learning will be chosen for intensive marking or verbal feedback ensuring that all pupils receive such feedback over a period of time.
- All adults should adhere to the handwriting policy.
- Children will be encouraged to evaluate their own work and the work of their peers in line with the given learning objective and/or success criteria.

Written feedback (See Final page for a Guidelines sheet)

Specific marking points

In-depth marking

- i) English and maths work will be marked 'in depth' at least once a week. This may be a whole class marked on one day or by marking work in groups across the week. We will always try to make at least one positive comment and give at least one area to improve/practise/challenge.

- ii) In depth marking will use the following codes:

Highlight LO in **Green** for secure or **Orange** for Not secure (this is anything which isn't secure).

Sp Spelling

T Tense

FS Full stop

CL Capital letter

^ Omission mark

Highlight in **green** words/phrases which stand out

Highlight in **orange** words/phrases which need addressing

Children must be given time to respond to marking which teachers will acknowledge.

Light touch marking

- i) All other work will receive light touch marking.

Highlight LO in **Green** for secure or **Orange** for Not secure (this is anything which isn't secure).

English – then mark anything which meets the GPaS objectives.

Maths – Use circle, triangle and square symbols at the bottom of the work to indicate what they need to do the following lesson. Tick in green and dot when not secure in orange.

Use the following codes to indicate;

VF where verbal feedback was given – no need to write what the feedback was

S to show where child was being supported or scaffolded

I to show from where the child started to work independently.

How may feedback be given?

The child should be able to understand easily all feedback. As a result, in written feedback, the language used, the type of feedback and marking used, and the points identified will need to be adjusted to the age, ability and reading skills of pupils. Please see the grid below.

Your comments will be determined by the response you want from the child to move learning forward:

Do you need to give an EXAMPLE?

Example:

Put this sentence into your story here * to improve the description of the setting.

Do you need to give clear steps?

Steps:

First go and check you included a sentence about the setting?

Then see if you can add a little more detail about what you can see.

Do they need a reminder?

Reminder:

What should you include in the setting of your story?

Can you think about this and add more?

Do they need a greater challenge?

Challenge:

Now can you tell me more about the atmosphere in the forest?

Teachers should ensure that individual, group and/or class learning targets in English and Mathematics are referred to when giving pupils feedback on their learning in other subjects.

Verbal Feedback

Much learning and improvement takes place during a lesson or activity as a result of verbal feedback from adults. Where verbal feedback is given during a lesson mark VF in the margin of at the point where feedback was given. Any impact of the feedback can be seen from that point. If the child shows no impact from the feedback it may indicate there is a deeper level of learning needed for that focus.

Such marking shows the value and impact of adult intervention through feedback during learning.

Peer and Self-Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom.

When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers. For example, "I thought you used and ... well because..... I think it would have been even better if"

- Pupils may underline words or phrases to demonstrate the learning objective or to identify spellings that need to be reviewed by the pupil.
- The use of thumbs up, smiley faces or traffic lights may be used by pupils to demonstrate levels of success as a self-assessment or peer assessment strategy.
- When giving feedback, pupils may write a comment and sign their name on the work of other pupils

Time to respond to feedback and marking

Marking and feedback is only effective if pupils are supported to respond to it and move their learning forward.

Adults should ensure that time is given to allow pupils to respond and should also ensure that checks are made that any responses requested have been completed and, in turn, responded to.

Crockham Hill C E Primary School

Marking guide as at September 2017

Written feedback

In-depth marking

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iv) In depth marking will use the following codes:

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Children must be given time to respond to marking which teachers will acknowledge.

Light touch marking

ii) All other work will receive light touch marking.

LO Highlight in **Green** for secure
Highlight in **Orange** for Not secure (this is anything which isn't secure).

English – then mark anything which meets the GPaS objectives.

Maths – Tick in **green** and dot when not secure in **orange**.

 Follow the circle instructions on the whiteboard next lesson

 Follow the triangle instructions on the whiteboard next lesson

 Follow the square instructions on the whiteboard next lesson

Use the following codes to indicate;

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