Partnership Marking and Feedback Policy

Document Status			
Date of Next Review	**January 18**	**Responsibility**	**Link governor literacy/numeracy**
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Date of Policy Adoption by Governing Body			

Rationale

We believe teachers should provide constructive feedback to every child, focussing on success and improvement against learning objectives. The impact of marking and feedback should be evident, helping children to become reflective learners and closing the gap between current and desired performance.

Effective marking should

- Give feedback to pupils and inform them of their achievements and next steps
- focus on specific taught items: concepts, skills and knowledge so that the feedback encourages development of the learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning

Marking Procedures

- Marking is done in green pen throughout school
- As far as possible marking will be done daily or when a piece of work is completed
- Marking will be in relation to shared learning objectives
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- Teacher's handwriting will follow the school handwriting scheme
- A particularly successful piece of work may be awarded with a merit
- Where appropriate the teacher finds the best aspects of the child's work (which link to the learning objective or child's target) and indicates these with a 'smiley face' and an annotation
- The teacher draws 'steps' to indicate precisely where on the work improvement could be made.

We believe that children should have opportunities to assess and review but only if it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve. Which errors and how many will depend on many factors.

<u>Children will</u>

- Use a traffic light system to evaluate their own work before marking
- Be given time to reflect after marking and take the opportunity to respond, correct, practise or investigate a problem
- Have opportunities for peer assessment

<u>Peer and self assessment</u>

For **peer assessment** the same concept of identifying areas of strength and those to develop will be used. Much of this will be done orally or on post it notes and children will use the following two simple phrases:

This is good because…

It would be even better if….

For **self assessment** the children will use a traffic light system (red, yellow,green) to inform the teacher how well they believe they have achieved the learning objectives

Red- I have not attained many of the success criteria and would like support

Yellow- I have attained enough of the success criteria to build on my understanding- child could say what it is they need to improve

Green- I have attained most, if not all of the success criteria

<u>Verbal feedback</u> It is important for children to have verbal feedback from a teacher depending on the task. This dialogue should focus upon successes and VF will be put in the margin of the book.

<u>Acknowledgement marking</u> There may be times when a pupil marks their own work. A tick may be placed in the margin to show acknowledgement of the marking done by the pupil.

<u>Correction procedures</u>

- Improvements will be completed underneath or nearby to work in a purple 'polishing pen'
- Rubbers will not be used for corrections unless indicated by the teacher
- Where appropriate children can cross out their errors neatly with a pencil.

<u>Spelling corrections</u>

If a word is spelled incorrectly teachers will rewrite the letters that are correct and leave spaces to replace the incorrect letters eg: If 'talk' is spelled 'tork' the teacher would write 't _ _ k' and the child would be expected to fill in the blanks next lesson.

- ▪ may be used to indicate single sounds, _____ for digraphs and ⌣ for split digraphs.

Partnership Schools Marking Codes:

(P)	Punctuation error in that line
(SP)	Spelling error (see also 'spelling corrections' on previous page)
(C)	Capital letter needed or in the wrong place
//	New paragraph
↑	Improve/ uplevel this part
^	An omission
⌐⌐→	Next steps
☺	I Like this
vf	Verbal feedback
G	Guided/supported work
I	Independent work
?	Please come and explain this to an adult
Numeracy	
✓	Correct
.	Incorrect, try again