



Measham Church of England Primary School Feedback and Marking Policy

*This policy will be reviewed
by the Governing Board in
September 2019*

Introduction

Marking and feedback are an important and valued part of 'Assessment for Learning' and are used as a tool to improve teaching and learning. At Measham CE, we believe in focussing on the positive achievements children make and this belief is reflected in our policy. We believe that by setting high expectations it will encourage children to work towards self-improvement and achieve the best possible standards of attainment.

We aim to;

- Always make children aware of the focus aspect of each piece of work, ensuring that marking comments and feedback relate to this focus, which will be derived from the key objectives of the lesson
- Set high standards of expectation from the children in the presentation of their work
- Instill in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential
- Provide children with constructive written feedback through the marking of their work
- Set individual targets in relation to each child's ability
- Embed the principles of Assessment for Learning throughout the curriculum

Provision:

We will keep our marking as simple but as purposeful as possible. Using the learning objective (LO), communicated to children at the start of lessons, we will mark and give feedback against the identified Success Criteria and use this to focus attention on the key skills/ideas/understanding.

Guidelines for the marking and feedback

- Marking a child's work should provide a helpful interaction between the child and the teacher
- All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear about our expectations of them
- Children must be made aware of the purpose of each task and focus for learning
 - It is essential that children are made aware of the Learning Objectives of the tasks and of the Success Criteria against which their work will be marked
- Our system of marking has been agreed with all staff to ensure that quality marking and verbal and written feedback is given to children in a meaningful way for them to understand
- When children have achieved the learning objective the LO is to be highlighted in green:
I can use written methods of division
- When children are working towards the learning objective this is to be shown by a partly highlighted or a short line next to the LO in green
I can use written methods of division
- Where children have not achieved the learning objective this is to be highlighted in pink:
I can use written methods of division
- Next steps, a show of corrections or something that needs to be looked at will be completed using a **pink pen**.
 - I = the piece of work was completed independently
 - S = the piece of work was completed with teacher support or significant input
 - V = the piece of work was discussed with the pupil during the lesson, (we would hope to see improvements following the input)



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- **Sp?** = a spelling needs correcting. Write 'sp?' in **pink pen** next to the word and write the correct spelling. The child then copies the correct spelling in **green pen**
- Next steps for children will where possible, be phrased as a question so that children are invited to respond e.g:
 - *Now can you try...*
 - *Can you...*
 - *Prove it...*
- Improvement prompts may consist of:
 - **Reminder** (Reminding children of the key skill)
 - **Scaffold** (Providing examples of what they should do)
 - **Example** (Giving exact sentences, words or processes to copy, follow up, or improve)
- **Green highlighting** or circling indicates strength or aspects that achieve the Learning Objective
- **Pink highlighting** or circling indicates something that needs to be looked at again or improved
- Children's amendments are completed in **green pen**
- Clear symbols have been agreed which include pictorial representations for KS1 and Early Years children (Appendix 1)
- General comments and praise will be completed using a blue pen
- The children then should be given a reasonable amount of time to respond to these comments
- Children should also have the opportunity to evaluate their own work by peer or self- assessing against Success Criteria. In KS2 examples of good work will be circled in a **green** and areas of improvement will be circled in **pink**
- The application of English and Maths skills across the curriculum is important, marking in other subjects will reflect high expectations in applying these basic skills, as well as a clear focus on the Learning Objective in the subject being taught
- Where possible it is recognised as being good practice to mark work with the child present so that dialogue between the teacher and child can take place.

● ***Our policy supports the view that feedback to encourage learning fosters motivation by emphasising progress and achievement rather than failure.*** This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support linked very clearly to the learning objectives.

Inclusion:

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different groups of children within our school to personalise their learning.

We achieve educational inclusion by:

- Planning work that is in line with the child's individual needs and learning styles.
- Using curricular targets (and where appropriate small steps for SEN)
- Using materials at an appropriate level – Foundation Stage or National Curriculum level
- Modifying teaching and learning as appropriate for different (see inclusion policy)

This policy will be monitored by the SLT as part of book and work scrutiny and also by Governors as appropriate.



Measham Church of England Primary School Feedback and Marking Policy Presentation Guidelines

NEW PAGE:

A new page should be started for every new piece of work

DATE:

Every new piece of work must be dated as follows;

- Long date for English and Topic work
- Short date for Maths
- Date should include the year

The date may also be printed with the LO and stuck in children's books

TITLE:

- The key skill/objective I can statement should form the title of the piece of work.

HANDWRITING:

- Pencils are to be used for all written work in KS1.
- From Year 3 when a child can join their writing in a well formed, cursive style as determined by the handwriting policy they will progress to using a pen.
- All mathematics work to be completed in pencil.
- Ensure that children begin writing on the left.
- Handwriting pen (black, not biro) for writing should be used when the child is ready e.g. when handwriting is neat and correctly formed.