

Valence Primary School Marking and Feedback Policy

Rationale:

Feedback and marking should be purposeful and promote high expectations for all learners.

Principles

- Oral and written feedback should focus on the learning objectives and pupils' targets to move the learning on
- Children should be involved in feedback and marking practices, encouraging a dialogue for learning between children and adults
- All adults whilst working with children, should give instant feedback on their learning
- Feedback may be written and/or oral using examples from the marking strategy to ensure a consistent approach
- Children must be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where children have been successful in their learning (green highlight) in maths this may be the L.O and areas for improvement (pink highlight)

Effective use of feedback

- Skilful questioning can identify misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Purposeful self and peer assessment, allows children to reflect on their learning and identify areas of success and opportunities for improvement.
- Feedback from marking should inform future planning

Guidelines:

- Highlighting needs to be focused. Green indicates good and pink is a correction/improvement, which needs action by the pupil.
- All comments by adults need to be written in **red pen**
- In **maths** answers to be marked with a **red pen**
- All editing in **blue** for children with a pen licence
- For children who write in pencil, punctuation and single word editing needs to be rewritten above the error. Anything longer needs to be written below teacher's comments.
- Indicate the type of feedback given and level of support provided when there is no comment (see key).
- All adults are expected to mark work they have taught.
- Developmental marking should be done with a targeted group.
- Teachers need to acknowledge children's improvements/corrections. It is really important that teachers follow up on the improvements comments and check that the children are applying them.
If the same comments are being repeatedly made, more explicit teaching is needed in order to move the learning on.

Key:

Green highlighter	to indicate example of successful learning
Pink highlighter	means action – child to respond by correcting/improving
I	totally independent work
S	supported
V	verbal feedback given
√	correct answers
X or ●	incorrect answer (key stage appropriate)
Λ	missing word indicated by an arrowhead

APPENDIX 1

MARKING STRATEGIES

- **Oral feedback** – given by an adult in the presence of the child and a V recorded.
- **Distance marking** – This takes place away from the child.
When distance marking, the following should be taken into consideration:

□ **MARK SMART**

- Use **green for good**
- Use **pink for correcting/improving**
- Improvement comments – keep these simple and succinct

Remember: all written comments should be in cursive script, spelt correctly and child friendly

Example Prompts:

Literacy e.g. **LO: I can use adjectives**

Reminder prompt: Add an adjective here

Scaffold Prompt: He was amonster, with teeth like

Example prompt: Choose either; `terrifying` or `ferocious`

Numeracy e.g. **LO: To identify the correct calculation needed**

Reminder Prompt: X not +++++

Scaffold Prompt: $25+25+25+ =$ or $25 \times \square =$

Example Prompt: T U

$$\begin{array}{r} 21 \\ + 13 \\ \hline \end{array}$$

Further marking strategies include; self- assessment and peer assessment

- **Self-assessment and evaluation** – pupils are given opportunity to reflect on their own learning using the smiley face system
- Identify progress towards steps to success/targets e.g. ticking a check list.
- Identify areas of improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher. Children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunities to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement e.g. EBI (even better if) or WWW (what went well)
- **Stickers, stamps, stars** can all indicate praise or reward for achievement

Wherever possible, marking should be conducted with the children, which can include children marking their own. Each adult will mark with a focused group, so that throughout the week every child's book has had quality marking in order to move their learning on.