



Abberley Parochial V.C. Primary School

Rooted and grounded in love

Marking and feedback policy

Reviewed: January 2020
Next review: January 2021

Principles

Each child's development requires our understanding of their needs and personalities and growth within a happy, caring and supportive community. To ensure that this development is on-going and that each child is given the support needed to reach their potential, all marking and feedback must be positive, clear and appropriate in its purpose, productive in its outcomes and related directly to the child.

We see the marking of all work throughout the curriculum as a method of acknowledging the child's achievements as well as a method of providing guidance and highlighting teaching points.

The following principles apply:

- Marking should be fair and consistently applied by all staff including supply staff.
- Marking should be positive, constructive and sympathetic without ignoring areas of difficulty.
- It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Feedback should relate to the learning being undertaken or pupil's targets for development.
- Marking should be undertaken as soon after the work is completed as possible and, where appropriate, the pupils should be involved by being present and being given verbal feedback.

Learning

Lessons should have an objective, which includes a key learning verb from the following:

Creativity	imagine, design, construct, assemble, formulate, compose, develop, invent, rearrange, generate, produce
Reasoning	compare, evaluate, explain, investigate, conclude, defend, judge, critique, debate, validate, classify, predict, appraise, arrange
Comprehension	summarise, interpret, explain, infer, deduce, classify, locate, annotate, correlate, recognize, outline, label, clarify, calculate, convert, understand
Curiosity	question, analyse, test, investigate, associate, link, categorise, group, measure, hypothesise, predict, observe, innovate, discover, apply
Collaboration	communicate, share, resolve, listen, discuss, play, present, contribute, challenge, encourage, integrate, combine
Perseverance	experiment, improve, modify, calculate, implement, adapt, check, practise
Knowledge	identify, describe, retrieve, recall, distill, define, list, memorise, repeat, imitate, label, duplicate

Children should be informed about what they are learning and how they are to demonstrate this learning. Success criteria should be shared through the clear modelling and explanation of the steps the children need to take.

Feedback and marking should reflect on the child's level of achievement against the intended learning criteria. Whilst the school follows a set curriculum and progression, the intended learning outcome may vary between individuals.

Verbal feedback

- **Whole class** – At the start of the next, it can be good practice to provide feedback to the whole class. For example common misconceptions can be covered and discussion surrounding what they had generally done well.
- **Individual** – Evidence suggests that this form of feedback is the most effective. It is immediate and relates directly to the work and is individualised. Where staff have given verbal feedback, they should mark this in the child's book by writing VF in green pen. Following this feedback there should be evidence of progress against the learning objective.

Praise and targets

Across academic subjects, children should receive written comments relating to their independent learning. This should normally be evident in books at least across a two week cycle and include the opportunity for pupils to reflect on and respond to feedback.

Positive comments may more regularly feature in marking, but should relate to the learning that has been undertaken and not simply praise the child. Spelling corrections are likely to be a regular feature of correction and response. However, other areas of development should be covered at least across a two week cycle.

In English and maths, targets in a piece of work should link to the intended learning or the pupil's general target as outlined in their big maths folder or at the front of their English book.

In other curriculum areas, targets and praise should relate to the curriculum progression and intended learning outcome for the subject.

Where targets are given by the teacher, pupils should be provided with an opportunity to meet that target within a two week period.

Regular marking

Each lesson's work should be marked promptly. Through this, children should know what they have got right and what they have got wrong where the learning is clear cut. In more subjective areas, ticks should be used to show where the learning is positive.

The teacher should mark a small dot left of the lesson objective with a coloured pencil as follows

	The child has worked positively and made at least the expected progress against the learning objective
	The child has generally worked well, but needs more practise to make secure progress against the learning objective
	Progress against the learning objective is not evident

If an objective is marked red, a comment by the teacher should follow in pink to suggest what the child needs to do to improve or why there was no evidence of progress.

Stamps may be used at the teacher's discretion to encourage and motivate children.

Spelling

It is expected that children make spelling mistakes in their learning. We want our pupils to feel confident about taking risks in their word choices and not fear incorrect spelling. Where a child has attempted to extend the use of vocabulary, this should be celebrated.

English and phonics

Where errors relate to words which the child should know how to spell, teachers should correct the error by writing the correct spelling in the margin or above the word. Opportunity should then be given for the child to practise the

correct spelling either by this word becoming part of their spelling list for the week or during the reflection and response process. As a guideline, no more than five words should be corrected from a single piece of work (unless this is to enable other adults to read it) as the purpose of this is to enable the child to spell these words correctly the next time.

Other curriculum subjects

Spelling corrections should focus on the key vocabulary relating to the subject and topic of study. This should be corrected, taking into account the child's general spelling capabilities, and opportunities provided for the child to practise and improve through the reflection and response process.

Pupil reflection and response

Reflection is a key part of the learning process. Children must be given time to reflect on feedback. Optimal learning occurs when children know what they are doing well and which areas they need to prioritise to improve. Reflection in itself is a skill which children acquire as they develop and teachers should encourage this. Feedback should stimulate reflection from pupils.

- Specific questions or comments by the teacher which require a written or verbal response.
- Self-assessment against specific criteria.
- Updating of target sheets, where the pupils consider elements they have achieved and areas that they need to improve upon.
- Pupils making corrections to their work independently or with guidance.
- Correcting a draft and completing a neat version with a specific purpose (a letter to send or work to go on display).
- Peer assessment and discussion.

Setting targets

Target sheets should be included at the front of English exercise books and in the front of Big Maths folders.

Targets must be dated when they are achieved. One target should be stamped with a target stamp to indicate the skill or process to focus on improving. This target should be achieved in the half-term in which it was set. If the child fails to meet the target in this timeframe, a more appropriate target should be set.