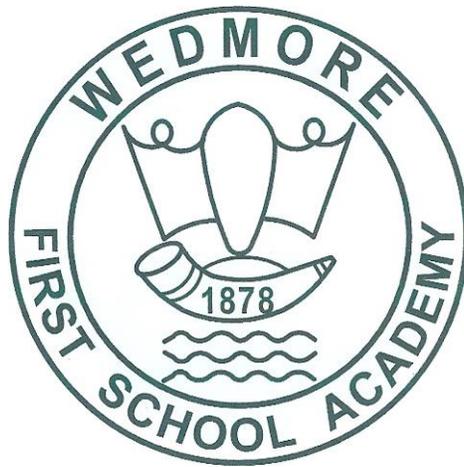


Wedmore First School Academy



Feedback & Marking Policy

Date: June 2016

Review Date: June 2019

Wedmore First School Academy

Feedback and Marking Policy

Introduction

We believe that marking is about responding appropriately to children's work. Evidence of our response to children's work can be found recorded in books and on display. When work is of a practical nature, feedback is given verbally. We use our judgement as professionals in a constructive way when working with young learners to take them forward. From the evidence of a child's performance in all aspects of the curriculum we ask:

1. What does it tell me?
2. How can we use it?
3. What are we going to do next?

Purpose

The purposes of our marking policy are:

1. To provide feedback to aid learning.
2. To give direction towards the next step in learning.
3. To achieve continuity in our responses throughout the school.
4. To show that the teacher has reviewed and valued the work.
5. To monitor a child's progress.

Key Principles

Our policy is underpinned by key principles:

Good marking practice

- is carried out regularly
- may indicate strengths and indicate next steps in relation to agreed learning objectives / success criteria
- should be accompanied by verbal support throughout the lesson
- shows that pupils' work is valued and provides opportunity for praise
- plays a key part in classroom teaching and learning
- will inform planning
- is consistent throughout the school and age appropriate
- will inform parents, children and other staff

Details of how these principles are translated into practice

Marking will be appropriate and relevant to the task and success criteria for that subject and may include aspects of spelling, punctuation and grammar. Marking may include verbal feedback, written feedback and/or discussion and will inform next steps in learning.

By regularly marking work, teachers and pupils are aware of areas in which the child is competent and those which need future practice and development. Highlighter pens are used to identify aspects of good work (Green = We like what we've seen!) and those that need revisiting or further

development (Pink = Check and think!). Written comments by adults are made in green pen. Coloured stickers or pens (red, yellow and green, in line with pupils' traffic light code for self assessment) may sometimes be used when marking a piece of work in maths or literacy, to indicate if the adult feels that the child has achieved a particular learning objective.

Plenaries during lessons may include opportunities for pupils to make responses to their work. We believe that wherever possible feedback should be given as an integral part of their work, thus allowing for immediate responses and comments. The child is motivated further through encouragement, recognition of success and sharing work of others. Opportunities will be given for children to assess their own work as well as that of their peers.

Examples of self and peer assessment may include:

- ✓ Traffic Lights
- ✓ Green and pink colouring pencils to identify strengths and development points (as adults do with highlighter pens)
- ✓ Evaluation against success criteria
- ✓ 'Two stars and a wish' peer evaluation of work
- ✓ Purple pen of progress
- ✓ IT may be used to record and evaluate performance in areas of the curriculum such as the arts and PE

Exceptional pieces of work or when a child has really put in significant effort may be rewarded through praise stickers, 'gotchas' or a head teacher's award.

Success Criteria

We know that marking is effective when:-

- It is regular and consistent
- When next steps are identified and progress is evident
- When evidence shows children are meeting their next steps
- When it is used to inform planning and target setting
- Children read and respond to the comments made

We have developed a simple visual marking code so that our approach to feedback and marking is easy for our children to understand.

Review

This policy is reviewed every 3 years or whenever deemed necessary by the Head teacher and Governors.

Approved by Governing Body:

Signed:

Date:

Appendix 1

Visual representation of marking code for pupils

Wedmore First School Academy
...It's fun to learn!

Super Marking Code

You need support with this goal!

You are on your way to hitting your goal!

You have hit your learning goal !!!

Let us help!

Green
We like what we've seen

Pink
Check and think

Looking for the next steps in your learning?

Look out for a pink dash!

S adult support given in places

V verbally discussed

I independent work

G Gotcha

Remember great work can earn you a HEAD TEACHER'S AWARD

Appendix 2

Marking Code reference guide for staff

G circled	'Gotcha' awarded
S circled	Supported by an adult
V circled	Verbal discussion with teacher or TA has taken place about the piece of work
I circled	Independent work
On target stamper	Evidence of target being met
Target achieved stamper	Pupil target met
TD	Teacher directed task (Foundation Stage)
CI	Child initiated activity (Foundation Stage)

Appendix 3

Presentation of work

- In maths only the digital date is needed
- In literacy, as appropriate (according to their age/ability) children should be encouraged to write the full written date rather than digital form for extended pieces of work eg. story writing
- Pencil will be used for writing, diagrams, tables, graphs, drawings and notes
- Blue/black fibre tip or rollerball pen may be used by pupils where teachers feel it is appropriate, but no use of biros. Y4 children may earn a 'pen license' as and when their handwriting and presentation is neat enough.
- Number work will adhere to one digit one square rule according to the age/ability of the child
- Date and title will be underlined using a ruler
- Where appropriate, KS2 children will use line guides for unlined paper
- Felt pens are not be used in children's books
- Mistakes identified by children in written work should be marked by one line through the error and not crossed or scribbled out
- Paragraphs should be defined by a missed line or an indentation
- Adults' writing in pupils' books and on whiteboards should be neat and legible.
- All marking by adults should be in green pen.
- Names and titles on front covers of exercise book/folders should be printed or neatly handwritten
- Pupils should not doodle on or graffiti the front of books or pages inside.