

EYNESHAM COMMUNITY PRIMARY SCHOOL

Marking and Feedback Policy



Date adopted: November 2017

Review date: June 2020

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against the learning objective. Constructive feedback enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next.

Aim: to establish a consistent and effective approach to the way work is marked and feedback given.

Principles that guide our approach to marking.

Marking and feedback:-

- Is accessible to children and manageable for teachers
- Is undertaken soon after the learning has taken place to ensure next steps are addressed in a timely fashion
- Gives recognition for achievement and clear strategies and opportunities for improvement
- Relates specifically to the learning objective
- Uses consistent codes across the school
- Is a response to individual learning needs
- Informs future planning

How we mark children's work:

Oral feedback:

It is important for all children to have regular oral feedback from the adult working with them. Verbal feedback should usually focus on how the child is progressing towards the LO/chili and/or how to improve further. Verbal feedback is recorded in the child's book with the appropriate code (VF)

Summative feedback/ marking:

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is right or wrong. This can also be self or peer marked. The learning objective/chili may be ticked as described below. A written comment may be given

Formative feedback / marking:

Not all pieces of work need to be 'deep marked.' Each child should have a piece of work in a particular subject more deeply marked at least once a week; this should include a 'Green to Grow' task

Marking may consist of the following:

- LO and Chili ticked - see table below
- Green to Grow comment
- Ticked work with 'Fix It' box where appropriate
- Verbal feedback given (VF)
- 'Tickled Pink' comment - usually related to the LO
- 1 House point awarded for a really good piece of work
- Self/peer assessment

Marking codes

T	Teacher has supported the child in the lesson.
TA	Teaching assistant has supported the child in the lesson.
VF	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.
I	Independent work by the child
	LO/Chili has been partly achieved (next to LO/Chili)
	LO/Chili has been fully achieved (next to LO/Chili)
.	Child needs to try this question again. <i>There can be a green "Fix it box" drawn for child to put corrections in.</i>
Sp (in margin)	Green wavy line underneath incorrect spelling of a word the child should know. The child needs to correct these spellings - maximum of 3.
1 hp	1 House Point given for a really good piece of work.

Children must be given time to read, reflect and respond to marking and feedback. Teachers should allocate times for children to respond to marking and feedback. This time may be given at the start of the day or as part of a specific lesson. It should be clear over time that a child is not being given the same next steps/green-to-grow comments. Rather, it should be clear that these are either addressed, showing progress, or that child's underlying need/barrier has been identified and addressed

Deep marking:

Teachers focus on the learning intention of the task, the emphasis being on both successes against the learning objective and improvement needs. Clear, focused comments will be written, including the opportunity for a child to make a correction, apply learning, complete a next step or 'fix it box'. The teacher may highlight examples where the child has met the learning objective or a next-step from a previous piece. Any green comments will suggest an aspect of the work that could be improved and provide a focused comment which helps the child to 'close the gap' between what has been achieved and what they could achieve

Teacher, pupil, teacher marking - TPT:

Once a child has responded to deep marking the teacher must then make a response to these improvements; this response could be a comment or initial.

Spelling, punctuation and grammar:

Not every element of spelling, punctuation and grammar are marked in every piece of writing. Adults will, however, incorporate observations of such errors in their ongoing assessments and address in future teaching.

EYFS:

In the Foundation Stage teachers focus on giving oral feedback but they may also write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for ongoing assessments, and write in learning journeys. Foundation Stage staff use 'green-to-grow' to highlight next steps and 'tickled pink' for achievement of objectives or achievement of next steps.

Adopted: November 2017

Signed (Chair of Governors): Paul Wilding

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