



Marking and Feedback Policy

Policy approved and adopted: October 2017

Review date: October 2020

Rationale

High quality marking and feedback encourages, supports, challenges, rewards and motivates children in their learning. It is an essential tool in achieving high standards. We would like our children to become reflective learners, who are able to respond to feedback positively by knowing and acting upon their next steps in learning.

Principles

At Cove Junior School marking and feedback:

- Consistently refers to learning objectives through the **WALT** (*We Are Learning To*) and success criteria.
- Gives children the opportunity to be aware of and reflect on their learning needs.
- Responds to individual children's learning needs.
- Informs future planning and target setting by meeting the needs of individuals and groups.
- Includes Learning Support Assistants working with the children.
- Involves children in the process with verbal and peer feedback and reflection wherever possible.
- Allows specific time for children to read, reflect and respond to marking.
- May be verbal or written.
- Will be undertaken promptly so that feedback is most effective.
- Is manageable for teachers.

Practice

Verbal Feedback

- Verbal feedback can focus on issues from the WALT; on pupils' next steps in learning and potentially on other features to extend learning.
- A stamp will indicate that this has taken place together with a brief statement or example about what was discussed (e.g. commas).

Quality Marking

- Children's work will be marked regularly and consistently with quality feedback provided for children to respond to. Other marking may take the form of an acknowledgement relating to progress against the learning intention.
- Where the task is open, feedback will focus to on the success against the learning objective of the task and the next steps against the objective.
- A marking code is followed to save time and make feedback more accessible to the child and to provide consistency across the whole school. A copy of the marking code will be displayed in each classroom and in children's books where appropriate.

Secretarial Features

- All aspects of spelling, punctuation and grammar may not always be addressed in marking because this can prove overwhelming for children to focus on. When work is finished, children are asked to check their work for things that they know should be correct, and against their marking comments. They will not be told to correct all spellings as this can be unproductive and can lead to further repeated misspellings.
- Feedback is given about those elements that teachers have asked children to focus upon, and against their individual targets.
- Purple Polishing Pens are used by the children when editing and improving their work / making corrections.

Self-evaluation and Peer marking

- Where possible children will be asked to self-evaluate using the success criteria from the lesson.
- Children are guided to self and peer mark, through teacher modelling and practice. For example, the 'two stars and a wish' strategy may be used for this. At other times 'tickled pink' allows children to highlight in pink those areas where well-chosen words or phrases have been selected.
- Children can suggest ways to improve other areas, as this helps them to understand what they need to improve.
- United Improvement is a strategy which is used peer marking and improvement. This takes place in groups of three or in pairs. The marking code **UI** is used to show where this strategy has been used.

Organisation and guidelines

- Adequate time is given during the day for children to read and respond to comments written by the teacher.
- Where possible children are encouraged to self-correct so that they can understand where and why they need to make improvements.
- The acronym **PIGS** (*Partner, Independent, Group, and Support*) is used to indicate the context and level of support provided in pupils' work.
- Any marks or comments on children's work must be neat, legible (using the school style of handwriting) and correctly spelt. Teachers and LSAs use a green pen.
- Display work will not generally be marked although it should reflect the highest possible standards for each child.
- The use of rewards is an integral part of the marking process, and may include house points; Positive Book entries; sharing work with the class, another teacher, the Deputy, Assistant or Headteacher; a note in their Homework diary, stamps and stickers.
- A high standard of handwriting and presentation is expected from the children at all times, including on the covers of books.

Spellings

- High frequency and topic related words which are misspelt in pupils work will be identified for correction. These words should be underlined and 'sp' written in the margin. Children should then be prompted to self-correct.
- Where the pupil is attempting the use of adventurous vocabulary, misspelt words should be corrected above the word in order to encourage them to continue to use these words.
- Mistakes with homophones should be discussed with the pupil, as this is more of a grammatical than spelling error.

Marking code

O	Capital letter is incorrectly used or punctuation is missing Incorrect digit in maths
^	Word or words left out
Sp ~~~~~	Spelling error
/	Start a new line
//	Start a new paragraph
Growth	Grammatical errors / phrases or sentences which could be improved
Praise	Well-chosen words or phrases which have impressed the reader
➔	Next steps in learning
PIGS	Partner, Independent, Group or Support
UI	United Improvement

Verbal feedback stamp shows where children have had feedback from the teacher

Initials show which adult has marked a piece of work