



Whole School Marking and Feedback Guidance January 2017

This guidance is intended to ensure consistency across school in terms of marking practice, whilst recognising that the feedback needs to be at an age appropriate level.

Marking should be linked to the assessment policy alongside other practises that inform teachers, create positive pupil outcomes and drive future planning.

Marking should serve a single purpose - to advance pupil progress and outcomes. It should be meaningful, manageable and motivating.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. The most recent curriculum promotes self- correcting, editing and redrafting through every year group.

Feedback should enhance learning through:

- Providing feedback on what pupils have done well so far
- Identifying what pupils need to do to improve
- Ensuring pupils act upon feedback

AGREED PROCEDURE

- Learning objectives and success criteria, when appropriate, are shared with the pupils and, together with formative assessment targets, are central to the marking and feedback process. They may be included in books for each lesson to provide a checklist.
- Success criteria may provide a checklist for self and peer assessment and will also provide a checklist for teachers and other adults.
- Pupils to assess their work against the success criteria and tick if they feel they have achieved, if they tick things that the teacher does not agree with, they should have the book returned - it doesn't need a lengthy written dialogue
- Pupils need to be responsible for checking/editing/redrafting their own work and time will need to be planned in for this
- Peer checking, marking is a valid exercise to improve writing before it is handed in
- Lessons will be assessed against the success criteria using ticks on the checklist and areas for development will be discussed individually, in groups or as a whole teaching group.
- A variety of approaches are taken to marking work, including self-assessment, peer marking and 1-1 discussions. This should be clearly evidenced in books.
- Feedback should be given to pupils for each session and planning amended as appropriate.
- The level of feedback may be dependent on task. It may also be targeted to a specific group of pupils, which will result in some groups of pupils receiving more feedback than others for a particular task.

- Comments either written or verbal focus upon key issues linked to lesson objectives. They may also be linked to curriculum targets or pupils' personal targets
- Any writing should be marked using the agreed symbols for each Key Stage.
- Guided learning that has happened as part of the lesson should be signalled through annotation in books.
- Guided learning will also happen within the lesson and teachers will adapt to learning needs.
- Next steps may include questions, reminders, scaffold (an example of what they need to do) or example if appropriate. Face to face feedback should be given whenever possible.
- Time is given for pupils to respond to feedback.
- Secretarial marking will be recorded in the margin and throughout a piece of work. See appendix. It will be used at the teachers' discretion and will be at the appropriate level for the pupil. In KS1, spelling corrections will link to the pupil's level of phonic understanding and National Curriculum year group expectation.

Work scrutiny monitoring should assess:

- Evident progress shows feedback must be appropriate, acted upon and impacting on the outcomes
- Pupils are meeting, or working towards meeting, the learning outcomes for their NC year
- Teachers and other adults are applying the marking and feedback guidance

FS Marking Guidance

Learning objectives and success criteria are shared with the class. These are referred to during the session.

Immediate feedback will be given verbally to the pupil.

"I like..... because....." and "Next time you need to....."

Comments and next steps do not need to be written in books.

Teachers will indicate when a task has been completed independently. Stamps may be used to indicate levels of support given.

Presentation Guidance

- Date should be written at the top left of the page/sheet (full date in Literacy books, short date in rest). Can be typed/written in by adult for younger children.
- Learning objective clear; cross curricular learning objective if appropriate. For example RE work will have RE specific objective and a literacy objective. For younger children, learning objective can be typed or written by an adult.







- Children should write in pencil until they have earned their pen licence from Yr 2 to Yr 4.
- All children in Year 5/6 should write in pen, using agreed school handwriting pen, except in numeracy work.
- Children should not rub out errors in their writing or calculations. This is part of the learning process and children need to understand that making mistakes is okay and that we learn from these. Rubbers should only be used on final/display quality work. (Remove rubbers from the classroom if necessary.)
- Corrected mistakes should have a single line drawn through them.
- All drawings and diagrams should be done in pencil.
- Pencil crayons and NOT felt tip pens can be used in exercise books.
- Peer assessment should be completed in coloured pen/pencil. (blue)
- Adult marking should be in green pen for great work, pink for think.
- Polishing is in purple pen.
- New work to be started on a new page


REVIEW

The Headteacher and staff will review this guidance every **three** years or earlier if appropriate. This guidance will be shared with governors at Curriculum and Standards

KEY - MARKING

KS1 success criteria for children to check against

	Think carefully about your sentence
A	Remember capital letters
	Remember full stops
	Remember finger spaces
	Read to check it makes sense
	GREAT GREEN - adult marking
	PURPLE POLISH - children's editing of own work
	BUDDY BLUE - AFL initials of buddy worked with

	Tick LO if achieved
CT	Class Teacher Support
TA	Teaching Assistant Support
I	Completely Independent (eg assessed writing)
VF	Verbal Feedback given during the lesson
ST	Supply Teacher
Scaffolding key to be used when appropriate	

Guidance for Editing

- 1 straight line if a single incorrect word eg big huge
- If a section is incorrect - use brackets eg (The big blue bus was driven quickly around the corner and stopped at the traffic lights.) *

bright

- 1 added word eg the^ sun
- Whole paragraph to miss out

[Dhdgyudgdgsduaduidyfgfdguidhidyiudywudgdhdhsdidw
Hduhduidhwudhshsfihyfuiewfdiowfjifjsdfjsdofouiofdu
ihjushdsjshskfjsfisjfdiouiowdujsjflfjsdifusijskjdskdj]

- Add sentence / paragraph here *

Mathematics

✓	GREAT GREEN - adult marking
	PURPLE POLISH - children's editing of own work
	BUDDY BLUE - initials of buddy worked with
✓	Correct answer
■	Incorrect answer
C	Corrected answer in class

✓	Tick LO if achieved
CT	Class Teacher Support
TA	Teaching Assistant Support
I	Completely Independent
VF	Verbal Feedback given during the lesson
ST	Supply Teacher
Scaffolding key to be used when appropriate	