

## Marking and Feedback Policy

This is to be read in conjunction with the following policies:

- Learning and Teaching
  - SEN

### At Charlton Horethorne:

We believe it is imperative that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. We believe that it is important to provide constructive feedback to children in a variety of ways, ie: written or verbal, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and reaching their targets. In our school we recognise that effective marking and feedback is part of a cycle of continuous learning and review.

This policy has been compiled following consultation with Teaching Staff and the Governing body.

### Our principles for assessment

Marking and feedback should:

- relate to the learning objective and generated success criteria (where applicable)
- give recognition and praise for achievement and clear strategies for improvement;
- wherever possible involve the children; self-marking, peer to peer marking;
- to acknowledge strengths before identifying areas for improvement;
- allow specific time for children to read, reflect and respond to marking;
- whenever appropriate/possible, provide individual verbal feedback to children;
- inform future planning and target setting;
- be manageable for teachers and accessible to children;
- involve all adults working with the children in the classroom;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

***These strategies will be consistent across the school but how the teachers apply them will be age appropriate.***

### Learning objectives

Learning objectives are brief statements that describe what the pupils will be expected to learn by the end of the lesson/unit of work. They are stuck into the books daily. At the end of the lesson, teaching staff highlight the learning objectives in green and with one strike, / , if the child shows they have nearly achieved the learning objective (LO) and with two strikes, //, if the child is secure. If the LO is left blank, this shows the child needs more reinforcement or teaching in this area.

### Adult marking

The 'Think Pink' and 'Go Green' technique will be used to mark work. Green highlighting is used to identify success and pink highlighting is used to signify areas for improvement. Children will be given the opportunity to revisit any areas they found difficulty with, after responsive intervention from the teacher.

Sometimes : children will use a polishing pen to make improvements to their work; written next steps are given with advice on how to improve further; feedback will be verbal.

**Self/ Peer Marking**

Daily, the children will assess their own achievement in English, Maths and Foundation Subjects by colouring in a smiley face. This gives staff an understanding of how the child felt about learning in that lesson.

<b><u>Understanding</u></b>			
<b><u>Effort</u></b>			

**The use of Success Criteria**

Success criteria are a set of steps or a list of features that a teacher wants the children to include in their work during the course of a lesson. There will be times when these are given to pupils and times when children generate them as part of their learning.

- The success criteria will be clear, concise and in child speak.
- The children will be given ownership of success criteria by constant reference through a sequence of learning.

**English**

At the start of each unit of work, teachers will stick the unit learning objectives into the books to show the children what they will be learning. (Example below)

October 2018

Narrative writing



<b>In this unit you will learn to:</b>				
place the possessive apostrophe accurately in words with regular plurals	use conjunctions, adverbs and prepositions to express time and cause			

To support assessment in writing, a toolkit showing the success criteria will be stuck alongside the final piece of work. The 2 stars and a wish strategy will be applied (2 successes and one area for improvement).

I think	Success Criteria	My teacher thinks
*		
*		
Wish		
My comment (child)		

## Maths

In the same way, the objectives for the maths unit will be stuck into the books.

June 2018				
Area of Maths: Number				
In this unit you will learn to:				
Count, read and write numbers to 100 in numerals	Given a number, identify 1 more and 1 less			

Maths teaching will also use success criteria but these may not always be apparent in the books.

## Secretarial Marking

Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.

High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science).

When work is finished, children will be asked to check for things they know are wrong in their work when they read it through.

Children will be given feedback about the things they have been asked to pay attention to. This will mean some aspects of writing are unmarked, but over time will be marked.

All published work for display should be neatly presented to a high standard based on the child's age and individual ability.

All children should be trained to check work carefully for errors using the learning prompts around the classroom. They should also be encouraged to use spelling references (cards, dictionaries, word walls etc..)

Code	Action by child
<p>-----</p>	<p>A blue line drawn underneath a word indicates an incorrect spelling. In addition in KS2, 'sp' will be circled alongside.</p> <p>Children will correct the spelling by writing it out using Look Say Cover Write and check methods</p> <p>Y2 3 times Y3 3 times Y4/5/6 3 times</p>
	<p>Pink circle drawn in the place of missing punctuation.</p> <p>Children to add the missing punctuation in the correcting pen.</p>
<p>//</p>	<p>New paragraph</p>
<p>VF</p>	<p>Verbal feedback given to the pupil</p>

**Secretarial Marking Codes**



I  
S

For KS1, 'I' indicates whether the learning was independent.  
For KS2, 'S' indicates whether support was given.

