

Appleton Wiske Community Primary School

Marking and Feedback Policy

At Appleton Wiske Community Primary School, we believe that pupils are directly responsible for and take ownership of their own learning. It is our duty to provide our pupils with information about the progress they are making and guide their subsequent efforts. This information will be provided through a combination of verbal and written feedback. We aim to have a consistent approach to marking and feedback across our school, with teaching staff making it clear how pupils can improve their work and reach their full potential. We use our professional judgement to take into account the age, ability and needs of the pupils when marking work.

Aims

- To provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- To set out our expectations for high quality but manageable feedback and marking.
- To provide positive reinforcement of the teaching and learning process.
- To use marking as a tool for formative ongoing assessment, ensure pupils are effectively challenged and visible progress is evident through a dialogue which aids progression.
- To give teaching staff the skills for effective feedback.

Expectations of Pupils and Teaching Staff

- Read and respond to teachers' comments in books.
- Take pride and care in the presentation of books.
- Use the 'Presentation of Work' guidance.
- Take time to edit and improve work.
- Use writing equipment appropriate to the year group and ability, consistently using either pen or pencil.
- Marking will be neat and legible in green ink.

Marking and Feedback

- Across all written pieces of work in all subjects there will be a strong emphasis on immediate verbal feedback, highlighting issues and points for progress that will be addressed with the pupil.
- Pupils will be taught to proof read and edit their own work prior to teacher marking and feedback.
- Pupils will self-assess and evaluate their own work before it is marked using the traffic light system (RAG) – underneath their work. Pupils in Years 2 to 6 will make a comment to identify their level of understanding. Teachers will tick or dot the self-assessment.
- Work will be labelled to indicate the level of support given.
- Feedback will be, first and foremost, directed by the learning objective.
- Teachers should indicate appropriate incorrect spellings for pupils to correct and indicate incorrect use of punctuation and grammar.
- The majority of feedback will include 'next steps' or follow-up tasks which challenge the pupils (mastery).
- Verbal peer assessment may be used when appropriate.
- Pupils will be given reasonable time to identify, reflect upon, analyse, look at and respond to feedback.
- Purple pens will be used by the pupils to complete follow-up work, make corrections and respond to feedback.
- In Key Stage 2, pupils will identify when they have achieved a target in their writing by cross-referencing the example in their work with their target sheet. Pupils will underline the example using a blue pencil and write the target code in the margin.




Different Styles of Feedback

- Organisational – reminders about how to set things out.
- Encouragement – praise, with a clear message of what the pupil has done well.
- Constructive – showing how something should be done or built upon to move forward and improve.
- Challenging – focuses the pupil's thinking on their learning and invites a response or follow-up task.
- Dialogic – ongoing dialogue between the teacher and pupil (question and response).

Revised: October 2017

Review date: October 2018

Marking Key for Writing

| Symbol | Meaning |
|---|--|
| ✓ (within the work) | Good use of... |
| ✓✓ (within the work) | Excellent use of... |
| ✓ (next to the Learning Objective) | Learning Objective partially achieved |
| ✓✓ (next to the Learning Objective) | Learning Objective achieved |
| • | Incorrect answer (not a cross) |
|  (sp above word) | Spelling error to be corrected 3 times |
| ○ (circled letter) | Incorrect use of capital letter |
| ___ (line under writing) | Missing or incorrect punctuation |
|  (wavy line under phrase) | Grammatical error |
| ^ | Missing word/phrase |
| ? (in margin) | Writing does not make sense |
| // | Start a new paragraph/line |
|  | Next steps |

Codes

| | |
|----|-----------------------------------|
| VF | Verbal Feedback |
| I | Independent |
| S | Supported (by an adult) |
| GW | Group Work (supported in a group) |
| PA | Peer Assessment |

