

Marking & Feedback Policy

Adopted by: Larkwood LGB

Date: November 2016

Review date: November 2019

Signature of Chair of Governors: _____

Aims and objectives

Larkswood Primary Academy recognises that marking and feedback are an integral part of assessment for learning with the need to focus on helping pupils learn how to improve and move their learning on; it can and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given so that our children's books demonstrate that teaching over time is good or outstanding.

Effective marking

At Larkswood we use the 'Effective Marking' scheme to respond to children's learning effectively and to:

- *Motivate children in a meaningful way*
- *Encourage interaction between the child and teacher*
- *Make every child feel valued and confident in their learning*
- *Promote interaction between children (e.g. peer-assessment)*

Use of stickers

Marking stickers should be used to celebrate children's work and to assess their learning against the lesson objectives and success criteria.

Stickers may also be used to give the children targets in order to move their learning on.

Stickers are to be used in KS1 (and where children in Year 3 who are working below the Year 3 standard) to display dates, Learning Objectives and Success Criteria.

In addition to using stickers it is essential that the children receive and respond to personalised comments from teachers resulting in a meaningful learning dialogue between pupil and teacher.

Expectations

Literacy

There should be at least 2 quality pieces of written work plus a 'Big Write' in Literacy books every week. Each week books should contain:

- Self and Peer assessment at least once a week
- A detailed response from the teacher including next steps and green pen questions should be used at least once a week.
- In addition to this the 'Big Write' will be marked against the criterion scale every other week.

Numeracy

There should be at least 3 quality pieces of written work in Numeracy books every week.

Each week books should contain:

- Self and Peer assessment at least twice a week
- All calculations should be marked (by the teacher and/or the children). If marked by the children, the teacher should assess the outcomes and respond to the learning.
- A detailed response from the teacher including next steps and green pen questions should be used at least once a week.

International Primary Curriculum (IPC)/ Science

- There should be at least two written pieces of learning evident for Science and IPC per week.
- Marking should include next steps and green pen questions.

Pupil Response to Feedback

Teachers should plan an allocated time at the start of the next lesson for the children to respond to the teacher's comments in green pen and/or complete peer and self-assessment.

General

All children's work, including homework, should be acknowledged and valued.

EYFS

In the early years stickers are used to inform parents of children's learning so they can support children at home. In reception effective marking stickers are used in their literacy and Read Write Inc books to celebrate work and identify next steps.

- Learning Diaries in the EYFS allow children and parents to have regular opportunities to contribute and read the learning diaries and discuss their learning therefore allowing pupil and parent voice and development of children's' next steps in their learning.

Use of Symbols in Marking

ws	with support
I	independent
V	verbal feedback
sp	spelling error
p	punctuation error
g	grammatical error
_____	this doesn't make sense
//	new paragraph
✓✓	I really like this
c	correction (as opposed to a cross)

The following criteria will be used during all book looks:

Outstanding	<ul style="list-style-type: none"> • Strategies exist to acknowledge/celebrate the achievement of targets <input type="checkbox"/> • Children are involved in setting targets for improvement <input type="checkbox"/> • There is a very good level of response to personalised comments from teachers <input type="checkbox"/> • There is some subsequent response from the teacher <input type="checkbox"/> • Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge <input type="checkbox"/> • Children actively demonstrate understanding of targets set <input type="checkbox"/>
Good	<ul style="list-style-type: none"> • All children are set relevant, accurate targets on a regular basis <input type="checkbox"/> • Self-assessment is a regular activity: children know what they are good at and what they need to do to improve <input type="checkbox"/> • Children revisit and respond to previous learning through written, post-task questions <input type="checkbox"/> • Children respond to personalised comments from teachers <input type="checkbox"/> • It is clear that lessons have been planned to maximise progression <input type="checkbox"/>
Requires Improvement	<ul style="list-style-type: none"> • There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum – 3 pieces of Literacy and Maths, 2 pieces in Science and IPC) <input type="checkbox"/> • Each piece of work in books is marked and/or peer/self-assessed <input type="checkbox"/> • Children know how well they have done in relation to the objective <input type="checkbox"/> • Marking helps to build confidence <input type="checkbox"/> • The majority of marking is about recognising success <input type="checkbox"/> • Some relevant targets are set <input type="checkbox"/> • The teacher's handwriting is easy to read <input type="checkbox"/> • The teacher's spelling and use of Standard English is accurate <input type="checkbox"/> • There is evidence of a wide coverage of the National Curriculum <input type="checkbox"/> • The Presentation for Learning policy is adhered to <input type="checkbox"/> • The Effective Marking policy is adhered to <input type="checkbox"/>
Inadequate	<p>Marking is likely to be inadequate if it does little to help children to improve. The key features of inadequate marking are the opposite of satisfactory marking:</p> <p>Outcomes are likely to be inadequate if one or more of the following is applied.</p> <ul style="list-style-type: none"> • Work is not marked regularly <input type="checkbox"/> • Marking is not linked to the objective <input type="checkbox"/> • Marking does not help to build confidence <input type="checkbox"/> • The majority of marking is not about recognising success <input type="checkbox"/> • No relevant targets are set/ targets are poorly chosen <input type="checkbox"/> • The teacher's handwriting is not easy to read <input type="checkbox"/> • The teacher's spelling and use of Standard English are inaccurate <input type="checkbox"/> • Work is marked incorrectly <input type="checkbox"/> • The advice given to children is inaccurate <input type="checkbox"/> • There is insufficient work in the children's books to allow marking to have impact <input type="checkbox"/>