

Hawridge and Cholesbury CE School



Marking and Feedback Policy

Date: October 2015

Review Date: October 2017

Marking and Feedback Policy

Marking and feedback is an essential part of assessment for learning and teaching. Whether written or spoken, it is a vital link in the communication between child and teacher. Marking should reflect the teacher's appreciation of the child's effort, interest and development. It should be used to stimulate an appropriate response from the child and to encourage and value the child, giving them a sense of worth.

At Hawridge & Cholesbury CE School we mark children's work for the following purposes:

- to assess individual progress and learning on a daily basis
- to highlight successes and identify next steps to improve learning further
- to analyse problems and identify needs
- to ensure pupil reflection, an appropriate pupil response and progress in learning over a lesson and over time, which is then seen through the work produced
- to identify next stages of development and appropriate targets for action.

Marking Principles

- Marking work in progress is the best practice and whenever possible the teacher should circulate around the class, marking answers and giving redirection or feedback, to let children know they are on the right track.
- Where marking in progress has not been possible, marking should be completed at the end of each day and before the start of the next lesson.
- Information gathered through this process will form part of the formative assessment process and be used to update Learning Ladders. (see Assessment , Recording and Reporting Policy)
- All marking should be completed in green pen with neat, legible handwriting, following the school handwriting style, and initialled by the adult completing it.
- Pages of ticks will not be seen as this indicates insufficient challenge in work set
- All comments will be positive and relate to learning and progress. No personal comments.
- Writing should be kept to a minimum – focussed and concise.
- Time should be planned for and set aside for children to look at teacher's marking and discuss.
- Who marks work? All staff working with children (Teaching & Support), pupils and peers

Types of Marking

All marking refers to

- the Learning Objective and/ or
- individual targets identified in the Learning Ladders booklets or on target cards
- progress over time – areas for development identified in previous comments should be referred to in future comments with progress updates
- areas for development should require a response from the child which demonstrates their understanding e.g. a question or a specific task to complete / problem to solve.

	Marking System				What else to address	Year group progression (as appropriate)
	'Two stars and a wish' – two strengths and an area to develop	Traffic light stamp relating to objective or target and presentation.	Next step or action required	Ticks	SPAG Number reversals Presentation	
Literacy	Weekly	All other work	All work	Occasional use to further acknowledge an area of focus or progress	<ul style="list-style-type: none"> Max 3 spellings per piece of work All spellings on boards expected to be correct Children expected to go back and correct 	<ul style="list-style-type: none"> KS1 staff identify spellings, children practise. Punctuation corrections to be made Lower KS2 staff identify spelling, punctuation errors, children check and practise Upper KS2 children identify, edit, review & use dictionaries
Maths	No	All work	All work	-correct answer, incorrect answers = a dot. -Work with a dot = followed up as part of lesson or by the pupil through Red Response marking	Number reversals picked up. All children to correct and practice to reinforce	
Science	Twice a half term	All other work	All work		<ul style="list-style-type: none"> Max 3 spellings per piece of work All spellings on boards expected to be correct Children expected to go back and correct 	<ul style="list-style-type: none"> KS1 staff identify spellings, children practise. Punctuation corrections to be made Lower KS2 staff identify spelling, punctuation errors, children check and practise Upper KS2 children identify, edit, review & use dictionaries
RE and Foundation Subjects	As appropriate	All work	Twice a half term		<ul style="list-style-type: none"> Max 3 spellings per piece of work All spellings on boards expected to be correct Children expected to go back and correct 	<ul style="list-style-type: none"> KS1 staff identify spellings, children practise. Punctuation corrections to be made Lower KS2 staff identify spelling, punctuation errors, children check and practise Upper KS2 children identify, edit, review & use dictionaries

Traffic light key

Green = very secure

Amber = showing a good understanding, some challenge

Red = needs to revisit, insufficient work completed or poor presentation

Year Group Progression

Reception/ Yr 1	Feedback will be largely oral, given to the children at the time Development Matters statements will be highlighted to show progress. Amber = working on, Green = achieved
Yr 1 / Yr 2	Lots of oral feedback. Pupil's 'red response' to feedback will take place with children as part of focussed teaching time so that appropriate discussions can take place.
L KS2	Pupil's 'red response' will take place as part of focussed teaching time and planned for children to do independently at other times.
U KS2	Pupils will have a greater involvement in reviewing, editing and time improving their work themselves, with adults needing to identify errors or next steps less.

Peer Marking and Self-assessment

It is important for children to develop the skills to appraise their own work, so that they can begin to identify their own areas for development.

In all key stages this could involve:

- Sharing of work and identifying pertinent features that relate to the success criteria.
- Use of the visualiser and smart board to share good practise.
- The opportunity to share their work with a range of audiences, including: peers, older students, staff, parents or external parties.
- Children can begin to mark their own and other's work e.g. spelling or mental maths.
- A clear method for self-assessment such as the use of highlighter pens to identify different foci in their own work; e.g. highlight all the new vocabulary that you have used.
- The use of feedback systems such as: traffic light marking, setting their own targets etc.

Monitoring and Evaluation

Implementation of this policy is reviewed by the Head teacher and Senior Leadership team regularly and this is identified on the Monitoring and Evaluation schedule. All staff are involved in work scrutinies both through their coordinator roles and through planned staff meetings, at least half termly. Governors monitor the implementation of this policy when they meet with subject leaders and through the Curriculum Committee or when they carry out governor visits; this is recorded in their visit notes.

This policy was approved by the Curriculum Committee for the Governing Body on 14th October 2015.

Dated: October 2015 to be reviewed October 2017