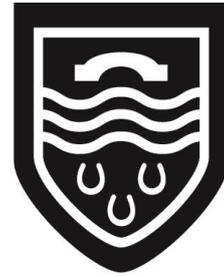


Ickleford
Primary School



Shared Values · Shared Aspirations · Shared Achievements

MARKING & FEEDBACK POLICY

Date of Approval: 10th December 2012

Date of next review: December 2016

Introduction

The aim of our school marking & feedback policy is to help the children to improve their work.

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. The most successful marking encourages the child to grow in confidence and to try harder next time. It needs to be positive, clear and appropriate in its purpose. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Our marking and feedback will :

- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Promote the child's self-esteem, interest and respect for his/her work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- Be manageable for teachers

The principles behind marking and feedback:

- should be fair and consistently applied by all staff including newly appointed members to the team and supply staff
- should be positive, constructive and sympathetic without ignoring areas of difficulty
- should be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them
- the criteria should be established before the work begins and where appropriate it should include a target setting element.

- should be undertaken as soon after the work is completed as possible and, where possible, the pupils should be involved.
- all work should be acknowledged by the teacher even if it is not to be marked directly
- marking needs to offer positive benefits to teachers, pupils and parents/guardians

Marking Strategies for Literacy

- will sometimes consist of ticks and crosses and is appropriate for closed tasks or exercises
- spelling may not be corrected in every piece of work.
- when possible, children may self-mark individually, as a group, or as a class. They will be trained to self-evaluate, identify their own successes against learning objectives and look for points for improvement.
- children will be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.
- will focus on the success criteria where a success criteria has been developed
- work will be highlighted in pink (success), and green (improvement) to indicate success and improvement against the success criteria
- key pieces of work may include relevant comments which focus on the match to success criteria, quality of content, quality of expression, technical accuracy and the commitment shown in the writing
- punctuation will always be addressed as appropriate to each year group

Marking Strategies for Maths:

- will show whether each answer is right or wrong.
- a comment may be added which tells the child how well he/she has met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding of concepts, misspelt vocabulary, accuracy, quality of presentation.

Marking Strategies for Cross-Curricular Work:

- when appropriate, misunderstanding of concepts, misspelt vocabulary, punctuation, accuracy and quality of presentation may be commented upon.

Children's Response to Feedback:

Children may be asked to respond to feedback through:

- writing an improved word, phrase or sentence
- writing a sentence with correct grammar or punctuation
- re-working a maths answer
- a verbal response

Marking symbols:

S	Support given
I	Independent work
PS	Peer support
V	Verbal feedback
T	Target
C	Calculator used
Sp	Spelling (Child self corrects)
//	Start a new paragraph
^	There is something missing
?	This doesn't make sense
IH	Initial help

All work marked by anyone other than the class teacher should be initialled.

Rewards will be given at individual teacher's discretion as appropriate to the year group.