



# Wendron Church of England VA Primary School

## Marking and Feedback Policy

Created: Apr 12 Amended: Jan 19

Reviewed: Jan 19 Next Review: Jan 21

### Rationale:

The purpose is to have consistent and high quality written feedback for pupils to enhance learning. It was identified in the OFSTED Report of Dec 2008 as an action.

### Underlying principles:

All pupil work is related to the learning objective.

Marking should be done for all work at different levels of detail to make it manageable and effective.

Marking should be up to date.

### Specifics:

Pupils self-assess their work by colouring their LO box Red, Orange, Green or Blue depending on their assessment of their achievement. They also score themselves 1-3 on whether they have put in a lot or little effort (1 best effort)

Teachers then use colour in their marking to assess achievement and also number effort.

At times teachers will discuss their relative successes of pupil self-assessment.

At EYFS, the teacher makes the judgement according to the success of the outcome in discussion with the child.

An indication is made as appropriate whether the work was independent or supported.

Success criteria should be shared with pupils during the lesson and be the basis of success – pupil self-assessment.

In an age-appropriate manner, a formal marking ladder is used – ideally generated from success criteria introduced during the teaching. Pupils and staff mark this piece according to the success criteria. Next steps are written underneath the marking ladder.

Adult modelled work should be present in children's books alongside the pupil.

Pupils may mark their own work or that of others as appropriate.

During the learning process, remote marking should be:

- Individual

- Supportive, identifying success

- Constructive, indicating next steps and is sometimes indicated with a →

- Valued, pupils look at comments and absorb learning – changing work where necessary

- Rewarding, stamps or other rewards used as appropriate

Constructive comments can take different forms.

- Cloze (A comment with words or numbers missing to be completed by pupils)

- Questions (eg Have you tried ... ?)

- Modelled approach

- Oral feedback may follow as explanation.



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### Punctuation and spelling symbols

Underline incorrect spellings to be addressed, sometimes with the correct word supplied

Circle capital letters

Circle for location of punctuation (eg full stops)

// for paragraph indent

An indication is given for missing letters, words or phrases

Wavy line underneath phrases that do not make sense

### Marking maths

Ticks to be used on correct sums.

Small crosses may be used however if there are many sums incorrect a dot may be placed

When a sum is to be redone there is a mark or words used to indicate this.

See me or similar may be used to encourage children to check work with an adult.

Personalised additions are welcome as they encourage individuality and relationship

Eg smileys or drawings.

The school rewards system will be used as encouragement and recognition, in the use of stamps.

### Response to marking

Whenever possible pupils are given time to respond to the marking in order to make improvements. This may be as part of redrafting a longer piece or related to the lesson previously taught.

### Monitoring:

Will take place according to an agreed timetable.

Will focus on English and Maths, including cross-curricular work.

### **MONITORING AND EVALUATION**

This policy and its effectiveness will be reviewed by the Headteacher and the Governing Body.

Policy written by:

Headteacher:

On behalf of Governors:

Date: