

Ashford Park Primary School

Inspiring a love for lifelong learning



Marking and Feedback Policy

All work is positively acknowledged and efforts are praised. Tasks and activities are well matched to the learning questions and objectives. Therefore, recognition of achievement can be quickly fed back with ticks, house points, stamps and stickers.

'Marking' is an assessment for learning tool. The purpose is to improve progress and attainment over time.

Foundation Stage

In Reception, feedback regarding the children's work is mostly verbal. Verbal feedback is regularly given during activities and in response to a piece of finished work so that it is timely and relevant. Feedback is given in this way so that questions can be asked and so that children fully understand what they have done well and what they could do next to improve.

- All children receive feedback and are encouraged to make reflective comments e.g.
 - What did you enjoy about ...?
 - What else could you add to ...?
 - Why did you choose...?
 - Why do you think...?
 - What if ...?
- Stickers are given during class teacher group work or at the end of the day.
- If a comment is written in a child's book it is done with the child present so that they understand what is written and what they have done well.
- Work is continuously assessed against the steps towards achieving the Early Learning Goals.
- Examples of work are recorded on Tapestry using iPads and assessed against EYFS milestones
- Comments are mainly to inform assessment: codes are used for quick reference:
 - (i) - independent
 - (ai) - adult initiated
 - (ci) - child initiated
 - (vf) - verbal feedback
 - (ss) - some support
 - (fs) - fully supported

The Acorn Centre (LAN unit)

In the Acorn Centre, comments about the children's work are mostly verbal. This is to make sure that the children understand what their next steps will be and what they have done well.

- Learning objectives are written on the children's work.
- Learning objectives are taken from B-Squared.
- The child's work is discussed with the child during and on completion.
- Written comments are mainly to inform adults:
(s) = supported
(i) = independent
- Whether the child has achieved the learning or not is recorded on planning sheets using the following:
L/O achieved
L/O not yet achieved

Throughout KS1 and KS2

The expectation is that **every week one piece of work** in writing, maths and topic books is marked in depth. This is in accordance with the editing codes and includes a 'Target' in English or a 'Now Try' in maths. **All** pieces of work must be acknowledged or 'light-touched' by the teacher.

Although the Writing Editing Code is used to raise standards of writing in topic books, the 'Target' or feedback question must be relevant to the learning question, ie. science, history, geography, RE, PSHE, music, art, DT.

Codes that teachers may use to inform assessment are not included on the editing codes as the children do not respond to them. These include the following:

GW - Guided Work

S - Support given

1:1 PC - Individual feedback / pupil conferencing

Q - A question to deepen thinking or embed learning

I - Independent: all work is considered to be independent unless it is marked otherwise.

However, if part of the work has been guided, the teacher may indicate from which point the child worked independently.

In all subject areas **RED PEN** is to be used for all teacher marking comments.

Marking comments should be learning specific and not generic comments e.g. 'good work'.

Pupils in Years 3-6 respond to teacher feedback neatly in **GREEN PEN**.

In Years 1 and 2, pupils may use a **GREEN PENCIL** to respond to teacher feedback.

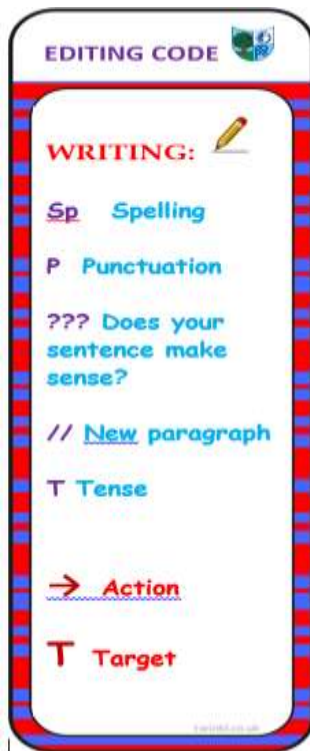
For transition, at the beginning of Year 1, the majority of feedback will be verbal. During the autumn term, feedback becomes more consistently written and as pupils become able to, they are encouraged to respond in green pencil.

Pupils are given time during lessons to respond to marking in order for it to have an impact on their learning.

Children are given regular opportunities to self and peer assess their work in order to support and learn from each other and to build their own editing and evaluative skills.

Editing Codes

Teachers use editing codes to give written feedback so that children can easily understand what it is they need to do to correct or improve their work effectively. These codes are available in classrooms for all pupils from Years 1-6.



The Writing Editing Code is used to improve standards in spelling, punctuation, grammar and writing across subjects and is implemented in Writing and Topic books.

Where 'sp' spellings mistakes are indicated, the pupil is expected to write the correct spelling three times at the bottom of the page. No more than three spellings to be corrected in one piece of work.

The 'Action' is to be completed by the pupil on receipt of the feedback.

The 'Target' is a next step. Sometimes this can be 'actioned' on receipt but usually is something for the pupil to work on in subsequent pieces of writing.

In some circumstances, the Target and Action may be the same.



The Maths Editing Code is used to enable pupils to learn from mistakes, to 'have another go', to think more deeply about what they do and to address misconceptions.

Where children make mistakes, they are given the opportunity to 'Try Again'. There is a maximum of three per piece of work.

Pupils are expected to look at calculations and to identify themselves 'what went wrong', therefore improving their own conceptual understanding.

'Now Try' can be a more difficult calculation with relevance to the learning question or a problem in which the pupil has to apply their knowledge.

Steps to Success

These are generated with the pupils so that they are included in the process and understand exactly what is needed to be successful in each specific piece of writing. Often, Steps to Success are generated having looked at models for writing and through identifying features of specific text types. Steps to Success can be differentiated, although often all steps are included for all children so as not to put a 'ceiling' on expectations. Teachers can indicate on Steps to Success grids whether a piece is to be self, peer or teacher assessed. Often work will be assessed by a pupil (self or peer) **and** the teacher. The purpose of these grids is to make them child-friendly; to give the child ownership of their learning and for quick assessment against agreed criteria. This should inform the individual pupil's next steps or targets.

Year 6 specific

In order to encourage independent learning, Interim Assessment Framework targets are stuck into the front of writing books so that pupils can regulate their own learning and have ownership of what they need to do to in order to improve. These are not meant for teachers to annotate.

Pupil Progress Meetings

Teachers organise half-termly progress meetings with all children to set targets, give feedback and review learning. Individual targets for maths and writing are recorded on target sheets which are stuck into the back of maths and English books so that the pupil can refer to them and aim to meet them. Although pupils have set progress meetings, targets are reviewed and amended in addition to these meetings as and when pupils meet them.

Guided Reading Journals

Guided Reading work is recorded twice weekly following from teacher-led sessions. Questions are reviewed with the teacher and can be self or peer marked, with children using their green pens to show any improvements. The expectation is that the class teacher monitors progress and acknowledges each piece of recorded work with a tick, sticker or house point.

Home learning

Work to be acknowledged, reviewed and evaluated in class e.g. learning walls, peer assessment, verbal feedback from the teacher and optional rewards given e.g. house points.

Presentation

All teachers and LSAs have high expectations of presentation in pupils' work. The emphasis is that children take pride in their work hence improving standards across the school.

EYFS

In order for the pupils to focus on the learning, a date and learning question may be provided by the teachers prior to the task. As the children become more independent, they are encouraged to write their own dates and titles and shown how to underline them in preparation for Year 1.

Years 1-6

In all pieces of written work, the pupil writes the long date, leaves a one line gap and then writes the learning question. Both are underlined using a ruler.

In maths books, the pupil writes the short date, leaves a one line gap and then writes the learning question. Both are underlined using a ruler. Pupils are expected to use a ruler to draw a side margin and a centre margin when working on calculations.

Where a pupil is unable to do so, or if it takes them too long and therefore impacts on their learning time, the teacher or LSA can write this for them.

At the beginning of Year 1, some dates and learning questions may be provided for the children to enable them to focus on the learning. As early as possible, the children are encouraged to do this independently.