

INTRODUCTION

We will work towards creating a school that values each individual part, be willing to work together in creating a happy, purposeful and caring community that promotes belonging and learning

AIM

To provide a clear rationale for the marking of children's work to provide feedback and to aid assessment and lead to the raising of standards

PRINCIPLES

Marking and feedback needs to be appropriate and relevant for each subject. It should focus on learning intention and success criteria.

Marking and feedback may take written, oral and pictorial forms and can be carried out by Class Teacher, Support Staff, or children.

When using peer or self-marking, children should complete this in **red** so it stands out against staff marking

Marking and feedback must be regular, constructive and consistent throughout school to contribute to the raising of standards.

Marking and feedback contributes to children's understanding of the school standards and expectations.

Marking and feedback should be specific, simple and easy to understand.

Planned time must be given to allow children to respond to feedback.

Marking and feedback should be given and acted on promptly.

PRACTICE

We believe marking and feedback should, where appropriate:

- inform planning and assessment as it highlights each child's successes and areas for development
- reflect the learning objective of the lesson
- be done at an appropriate level for each child
- show children that work is valued, therefore keeping standards high
- focus children on points for improvement and contribute to setting targets
- allow dialogue between children, class teacher, support staff or parent
- encourage independent learning through children correcting work individually, in pairs, in groups or with the teacher
- where appropriate be done in the child's presence
- praise success through positive and constructive comments, especially written comments, referring to the child's name and through displaying work

MARKING STRATEGIES

Written feedback will be referred to as MAD Marking (Make a Difference)

- Work will be highlighted pink to show strengths and achievement relating to the learning intentions and success criteria.
- Teachers will write positive comments in pink pen when appropriate.

- Work will be highlighted green to identify areas for development and errors. This may focus on any of the following areas: grammatical, sentence structure, content specific, spelling (where appropriate) or weak vocabulary.
- Teachers will write MAD comments in green pen when appropriate
- Time **must** be given in the next session for children to address their MAD. This may be verbally with an adult or independently.
- MAD comments must be checked to ensure children complete them and the accuracy of their responses. Errors must be addressed

FOUNDATION STAGE & KEY STAGE 1

ENGLISH

- Staff give verbal feedback to the children as they are working; this is recorded as a 'VF' for discussion on the child's work
- Supported work will be marked with an 'S'
- Written feedback will follow MAD Marking
- Spelling mistakes will be highlighted in green. The teacher will write the correct spelling at the end of the piece of work and the children copy the word correctly three times. The focus should be on misspelt high frequency words and topic specific vocabulary. This will be limited to no more than four words per piece of work.
- It is important that children are encouraged to use ambitious vocabulary within their creative writing without apprehension that they may spell them incorrectly.
- Presentation and handwriting will be commented on when necessary, either to praise success or provide developmental points.

MATHS

- Verbal feedback (recorded with 'VF')
- Supported work will be marked with an 'S'
- Tick or cross. Children are expected to complete corrections.
- Comments written and read to children
- Simple errors in working out to be highlighted or circled in green for children to address
- Work annotated with positive comments and target questions where appropriate.
- Time must be given at the start of the next session for children to address their target question. This may be verbally with an adult or independently.

FOUNDATION SUBJECTS

- Verbal feedback (recorded with 'VF')
- Supported work will be marked with an 'S'
- Written feedback will follow MAD Marking

KEY STAGE 2

ENGLISH

- Staff give verbal feedback to the children as they are working; this is recorded as a 'VF' for discussion on the child's work
- Supported work will be marked with an 'S'
- Written feedback will follow MAD Marking
- Spelling mistakes of high and medium frequency words and topic specific vocabulary will be circled. The correct spelling of words will be written in the margin or where appropriate. Children are then expected to refer back to their previous work and write the correct spellings three times.
- It is important that children are encouraged to use ambitious vocabulary within their creative writing without apprehension that they may spell them incorrectly.
- To help children recognise where new paragraphs should begin the symbol // will be used.
- Presentation and handwriting will be commented on when necessary, either to praise success or provide developmental points.

MATHS

- Verbal feedback (recorded with 'VF')
- Supported work will be marked with an 'S'
- Tick or cross. Children are expected to complete corrections.
- Comments written and addressed by the children
- Work annotated with positive comments and target questions where appropriate
- Simple errors in working out to be highlighted or circled in green for children to address
- Time must be given at the start of the next session for children to address their target question. This may be verbally with an adult or independently.

FOUNDATION SUBJECTS

- Verbal feedback (recorded with 'VF')
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