



REEDLEY PRIMARY SCHOOL MARKING & FEEDBACK POLICY & PRACTICE

1. Purpose of marking and feedback policy

- Promote continuity and coherence across the school.
- Ensure that work is quality marked and feedback is effective so that pupils know what they have done well, understand how to improve their work next time and are appropriately challenged.

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the key learning.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Phases.
- Ultimately be seen by children as a positive approach to improving their learning.

2. Type of feedback

Oral Feedback

This is potentially the most effective and natural form of feedback. Where this is given, the work is marked with **V**.

Closed Exercise Marking

All work is marked with a tick or a cross. Children may self-mark these activities or work will be marked as a class or in groups. Children from Year 2 to Year 6 use a coloured pencil crayon to self-mark in green or pink.

Personal, Emotional Based Marking

Comments related to effort are written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. There is no obligation for teachers to write a comment for every piece of work, as long as the work has ticks and/or crosses.

3. Quality Marking

Comments are made regularly in children's books to either address an error or misconception or to further the child's learning. On average this is once a week, but is determined by need.

Quality marking is used in all subjects for children from Y1 to Y6 (as appropriate to the ability of the child).

FIX IT or **CHALLENGE** is written in the child's book with an appropriate task for the child to complete.

Teachers give children 'FIX IT Time' to work through the task.

Children in Y2 – Y6 use purple coloured pencils to 'fix it' and green coloured pencil to complete the challenge.

Comments are made in child friendly language.

All subjects are marked with equal importance.

The main focus of the marking relates to the key learning of the lesson.

FIX IT Time

The following strategies are used according to the needs of the child:

(a) Reminder Prompts

Most suitable for higher ability children, this simply reminds the child of what could be improved

- *Say more about James's character.*
- *Explain why/what/how.....*

(b) Scaffolded Prompts

Most suitable for children who need more structure than a simple reminder, this prompt provides some support; these tend to either (a) focus the child's attention on specifics or (b) delve deeper via two or more questions or statements. This is supportive and enhances the original writing.

- *What type of boy is James? Choose one: good, bad, shy, excitable, kind.*
- *Describe what James would do if he heard unkind words about a friend.*
- *Finish this: James liked to play jokes on his friends. For instance, he ...*
- *Describe the expression on the dog's face.*

(c) Example Prompts

Extremely successful with all children, but especially with those who need extra support, this prompt gives the child a choice of actual words or phrases. This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

- *Choose one of these or write one of your own: He is a good friend because he never says unkind things. / My friend is a friend because he is always kind to me.'*

Two Ticks

For every sustained piece of writing that takes place, each child is given a 'Two Ticks' target sheet. This is placed in the child's book, prior to the written work taking place. This is used in every book that the child uses for sustained writing and should be used at least once a week. The children will have two personalised targets focusing on areas of development in grammar, punctuation, vocabulary, features of a text, spelling or handwriting.

Children from Y2 – Y6 are asked to find the evidence from their writing which shows that they have achieved their targets, and to write it in the box underneath their targets.

Year Three Key Learning: Group/Child's name	
Write a diary.	
Grammar Use past tense verbs e.g. fell, pulled.	
Find your evidence:	
Vocabulary Use adverbs e.g. carefully, noisily.	
Find your evidence:	
Wonky Words	
Fix it/Challenge	

4. Marking against Key Learning

If a child has met the Learning Objective, then a green tick is put alongside the KL in the child's book. If it has not been met, then 'FIX IT Time' will be given for the child to rectify the issue.

5. Spellings

- 'Wonky Words' to be taken from the 'Two Ticks' and used throughout the curriculum.
- Where 'Wonky Words' are identified on the Two Ticks Grid, they also need to be underlined in the piece of writing.
- No more than three in KS2 and two in KS1, to be underlined in green in each piece of sustained writing across the curriculum.
- Incorrect word is written and crossed; correct spelling to be written and ticked e.g. ~~tryed~~ x ~~tried~~ ✓
- The child will practise the wonky word three times, or more if needed. It is expected that it will be spelt correctly.
- This will then be written in a 'Wonky Word' book which the child will use as a support for spelling.

6. Marking in Mathematics

- Errors in mathematics are to be given a purple cross.
- Incorrect number formation is always to be corrected.

'FIX IT Time' is given to children on a regular basis to enable children to address errors and misconceptions.

CHALLENGES are given to children to promote independent learning and deepen their understanding of mathematical concepts.

The following chart shows which type of quality marking comment or support would be used based on the children's responses in their work:

