

Reedley Primary School



Marking and Feedback Policy

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission Statement/Statement of intent)

Purpose of marking and feedback policy

- Promote continuity and coherence across the school.
- Ensure that feedback is effective so that pupils know whether they have achieved the desired learning, understand how to improve their work 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 reflect on their learning.
- Respond to individual learning needs, taking opportunities to give face-to-face feedback where appropriate.
- Inform future planning.
- Use consistent codes within Phases.
- Be seen by children as a positive approach to improving their learning.

Type of feedback

1) Oral Feedback

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

2) 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 **green** coloured pencil crayon to self-mark.

3) Personal, Emotional Based Marking

Comments related to effort or achievement are given verbally at the teacher's discretion. Some children, especially those with additional needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. These comments are not written into the books.

4) Sharing Good Practice

Examples of good work are be shared with the whole class and celebrated. Examples of this include via the use of a WAGOLL wall (what a good one looks like), reading out parts of a child's work or via the use of a visualiser/iPad.

5) Key Learning

All written work is reviewed by the teacher before the child gets their book back. The Key Learning (KL) is ticked once if it has been achieved and ticked twice if it has been exceeded.

6) Whole Class Formative Assessment Sheet

In order to ensure that staff have a clear picture of the children's next-steps when reviewing the marking, they complete a whole class formative feedback sheet, which is then used to inform future planning. The staff member notes which children are ready for the next step in their learning, children who have made errors or have misconceptions, support methods that are to be used and any other issues.

Staff then ensure that this information is used when planning the next sessions. This form is added to, if sessions have the same focus.

The formative assessment sheets are used for assessing key learning in all subjects.

Written Comments

Teachers do not write written comments in books.

Codes

A variety of codes are used in children's books to indicate a range of issues. The key for the codes is displayed in every classroom and the children are familiar with them all.

Two Ticks

For every sustained piece of writing that takes place, each child is given a 'Two Ticks' target sheet. This is used in every book that the child uses for sustained writing and should be used at least twice a week. The children 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 evidence from their writing that shows they have achieved their targets, and to write it in the box underneath their targets.

Outcome: Explanation text.	Semi-Colon
Composition Use sequential and causal conjunctions for effect (showing an awareness of the reader).	
Find your evidence:	
Grammar Use a variety of cohesive device to ensure meaning is clear.	
Find your evidence:	
Wonky Words	
TRY THIS...	

Spellings

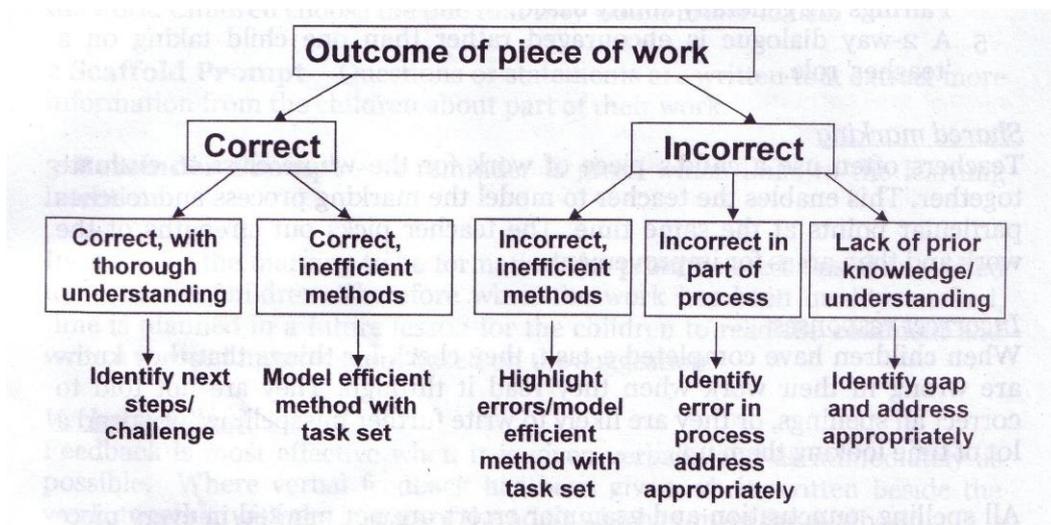
- 'Wonky Words' are used throughout the curriculum.
- Where 'Wonky Words' are identified, they also need to be underlined in the piece of writing or task.
- No more than two in KS2 and one in KS1, to be underlined in green in each piece of sustained writing (or task) across the curriculum.
- Incorrect word is written and crossed; correct spelling to be written and ticked e.g. **tryed x tried ✓**
- The child will practise and write out the correct spelling three times in green pencil. It is expected that it will be spelled correctly.
- This will then be written in a 'Wonky Word' book, which the child will use independently as support for spelling.

Marking in Mathematics

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

'Wonky Words' (incorrect spellings) are also to be addressed.

The following chart shows which type of support would be used, based on the children's responses in their work. This is noted on the Whole Class Formative Assessment Sheet.



Appendix

In light of the COVID-19 pandemic and that fact that there are still recommended actions needed to ensure safe practice, there are some procedures that have been added. These remain procedure until further notice.

- Staff are able to mark work in books. However, they must wash or sanitise their hands before and after.
- Children should not touch other children's books
- Staff can mark books during lessons, but should stand behind the pupil to look at the work – not face the child or be next to them. The staff member should verbally inform the child that they are behind them. If they want to write in the book, they can take it away to do so and then return it to the child.
- Staff to make use of other forms of feedback, eg using visualisers, pupils reviewing work or giving verbal feedback.

This policy is to be reviewed yearly to accommodate changes.

Policy authors: Kerry Gorrell/Sarah Bell

Date: 01.09.20

Governor Ratification Date:

To be reviewed: 01.09.21

Whole Class Formative Assessment Sheet – Reedley Primary School

Children ready for next step in learning	
Simple misconceptions/errors – error and name of child(ren)	Support methods
Needs support with different teaching methods	Support methods
Other issues	

Codes to be used for support:

G- guided OL- overlearning PT – pre-teach 1-1 TA support VS - Vocabulary support GP guided practice