



LAWNSIDE LOWER SCHOOL

MARKING AND FEEDBACK POLICY



Rationale

Marking is integral to the teaching and learning cycle as one of the crucial aspects of formative and summative assessment used to improve pupil outcomes. This policy ensures that a consistent approach is implemented across the school in order to give pupils the best opportunity to understand and use marking to help them to improve their work. Regular book monitoring by the SLT and moderation activities undertaken by all staff will ensure that this consistency is achieved.

Marking at Lawnside is a positive and constructive activity used to acknowledge achievements and progress towards individual targets whilst giving feedback that will directly impact children's next steps learning. Marking is considered to be both written and verbal feedback from any adult working with the child.

Marking must enable each child to know:

- Whether they have met the learning intention/s
- What they need to do to improve their work or meet targets
- What the next stage in their learning will be

Purposes of Marking

We believe that marking is important in order to:

- recognise, acknowledge and value pupils' efforts and achievements
- monitor pupil progress in terms of knowledge, understanding and mastery of the curriculum
- enable teachers to inform planning
- provide pupils with feedback linked to the learning objective
- provide evidence for assessments made
- assist in moderation within and across key stages
- monitor the effectiveness of teaching and curriculum planning
- encourage a sense of audience for pupils' work
- evaluate and develop appropriate planning of learning opportunities
- set targets for groups and individuals
- diagnose problems, difficulties and need for further challenge
- establish challenging standards for all pupils

Aims

Marking and feedback will:

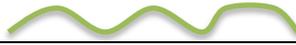
- Impact on children's learning
- Involve all adults working with children marking to the same criteria
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Be manageable for teachers
- Respond to individual learning needs
- Inform future planning and individual target setting

- Be accessible to children helping them understand what they already do well and what they need to do next to improve further
- give opportunities for peer assessment and feedback
- Be consistent throughout the school to ensure continuity

General Guidance

- All learning intentions should be recorded in language that is suitable to the age and ability of the child.
- All work must be marked in pink and green pen, pink for acknowledgement of success (Tickled Pink), green for areas of development (Green for Growth)
- The ratio of pink to green must be **2 : 1**.
- Written comments should be in a language appropriate to the child's age and ability.
- stampers will be used to help identify tickled pink, green for growth, verbal feedback, objectives achieved, assisted work
- each teacher will be supplied with a marking pack of pens and stampers to ensure core consistency
- Marking is formative and information must be used and acted on by the children. Therefore children should be given time to read and reflect upon any comments that are given.

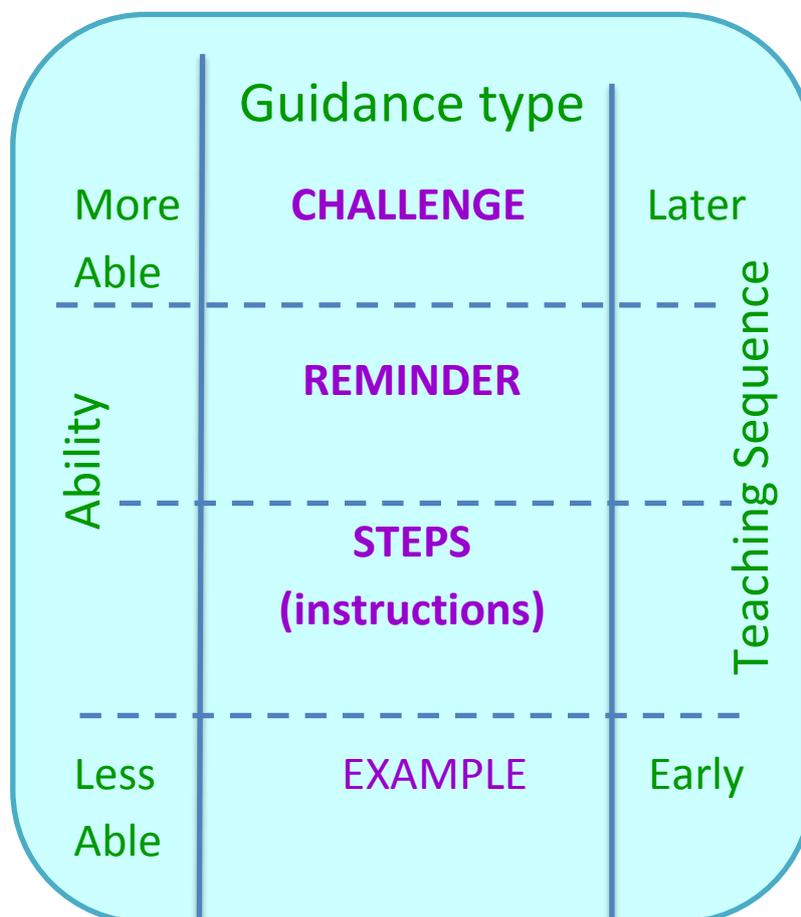
The following Marking Codes are to be used to be used consistently but at the discretion of the year group teacher in terms of appropriateness for the year group and individuals.

| Mistake | Symbol | Improvement |
|---|--|--|
| A word is missing | ^ | Today ^{is} ^ Thursday |
| Punctuation is missing | overprint in green | T oday is F riday |
| Spelling mistake | sp + ___ correction | sp <u>sed</u> said |
| Word in the wrong place |  | I loudly laughed  |
| Start a new line or paragraph | // | What's that?"// "I'm not sure," replied James. |
| Writing doesn't make sense? |  | I am go to the shops?  |
|  Make a correction | | |

Opportunity for Pupil response

Children will be encouraged to read and ask about marking. Teachers will provide opportunity in either English or Maths once weekly for pupils to respond to marking by going back and acting on comments given.

Teachers will give differentiated guidance as a means to give different forms of feedback



EXAMPLES:

Challenge:

Now can you tell me more about the atmosphere in the forest?

Reminder:

What should you include in the setting of your story?

Can you think about this and add more?

Steps:

First go and check you have included a sentence about a setting then see if you can add a little more detail about what you can see.

Example:

Put this sentence into your story here * to improve the description of the setting

Guidance prompts may come in many forms:

- Questions
- Instructions
- Discussions
- Diagrams
- Coaching (where pupils are helped to identify improvements that are required)

As a result of marking, pupils:



This policy will be monitored by SLT and staff through moderation activities and by Governors through feedback on findings. It will be reviewed annually with the Assessment policy to ensure consistency of implementation and shared best practice.

Date of policy: January 2016

Date for review: January 2018