

Ryarsh Primary School

Marking and Feedback Policy

Aims

- To recognise effort and achievement and to show that work is valued
- To achieve a balance between all types of marking and feedback
- To develop the children as active learners
- To ensure consistency throughout the school
- To build on a learning intention and clear success criteria for each lesson
- To develop the children as independent learners by self-marking and peer-marking work
- Marking and feedback should be celebratory, diagnostic and informative

Principles

Marking and feedback should:

- Be meaningful, manageable and motivating
- Relate to specific Learning Intentions and success criteria, which are shared with children at the outset of the task
- Encourage dialogue between teacher and child
- Identify and reward achievement by recognising individual effort and progress
- Identify areas for improvement which can and should be acted upon
- Provide opportunities for reflection on learning, including time to respond to marking and feedback

Practice

- Every piece of written work is reviewed and marked. This will normally happen before next lesson in the learning sequence for that subject.
- A green Ryarsh 'Learning Intention Achieved' stamp is used to indicate successful learning.
- Verbal feedback is an increasingly important part of the feedback process throughout the school and is recorded the code VF.

- Green and pink pens are used for marking. Green is used for correct responses and positive marking. Pink is used for improvement and targets.
- Children may be asked to use purple pens to edit and improve their work.
- Marking will include a range of scaffolding, reminder and question prompts.
- Outcomes of marking will influence future planning and provision, as part of the assessment for learning process.
- The impact of marking and feedback will be evident in improvements in children's subsequent work.

Marking by the Teaching Assistant

Where TAs are working with an individual or group of children during a lesson, TAs may be asked to mark these children's work during the lesson, in order to provide immediate feedback. TAs may also be asked to assist with scoring of tests such as times tables or spelling tests. Children's learning is always reviewed by the teacher.

Marking by cover supervisors and supply teachers

Staff covering classes will mark in green pen only and pink improvement points are not used.

Grammar, punctuation and spelling

In Year 2 and Key Stage 2, grammar, punctuation and spelling errors may be identified using our marking codes. The code in the margin signifies an error contained in the corresponding line of work, which children need to identify themselves. (See Appendix 1). The number and nature of grammar, punctuation and spelling errors identified will be manageable and connected to the Learning Intention, recent learning or standards expected for the appropriate year group.

Self and Peer Assessment

Self and peer assessment are effective forms of assessment where children are asked to check their work against the Learning Intention and Success Criteria. A range of methods and tools for self and peer assessment are used throughout the school, as appropriate to the lesson and age of the children.

Policy adopted by Governing Body	Autumn term 2018
To be reviewed	Autumn term 2021
Signed by Head Teacher	
Signed by Chair of Governors	

Marking Work

- ✓ This is correct
- This needs checking (Maths)
- HP Housepoint
- HTA Head Teacher's Award
- VF Verbal Feedback given
- s There is a spelling mistake on this line.
- g There is a grammar mistake on this line.
- p There is a punctuation mistake on this line.

Green is good!

Pink to make you think!