



School Policy

Partnership Marking & Feedback Policy

March 2017: AP-67

Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:

Date:

Name:

Position:

Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every four years.

Document Control

There is one controlled paper copy of this document: it is in the Policies File in the Junior Building and. An electronic version is also available on our website in the policies area.

The master electronic copy is held the Policies Folder on the School file server Staff Share..

Document History

Filename: AP-67 Partnership Marking and Feedback Policy				
Issue	Description of Change	Author	Checked	Date
1	New policy adapted by partnership schools	JB	CPS	March 2016
2	Updated by teaching staff	Staff	Policy committee	March 2017

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Partnership Marking and Feedback Policy

Rationale

We believe teachers should provide constructive feedback to every child, focussing on success and improvement against learning objectives. The impact of marking and feedback should be evident, helping children to become reflective learners and closing the gap between current and desired performance.

Effective marking should

- Give feedback to pupils and inform them of their achievements and next steps
- Focus on specific taught items: concepts, skills and knowledge so that the feedback encourages development of the learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning

Marking Procedures

- Marking is done in the same colour pen throughout school
- Immediate feedback is given whenever possible
- As far as possible marking will be done daily or when a piece of work is completed
- Marking will be in relation to shared learning objectives
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- Teacher's handwriting will follow the school handwriting scheme
- A particularly successful piece of work may be awarded with a tickets in KS2 and marbles in KS1
- Where appropriate the teacher finds the best aspects of the child's work (which link to the learning objective or child's target) and indicates these are highlighted or annotated
- The teacher draws 'steps' (if necessary) to indicate precisely where on the work improvement could be made

Child friendly success criteria will be shared at the beginning of a unit of work and stuck into the books. Occasionally, success criteria will be stuck into the books for an individual lesson.

The teacher will highlight success criteria at the end of the unit to inform the child how well they believe they have achieved the learning objectives. The teacher uses pink, blue and yellow to match Target Tracker:

- Pink- Working towards or shallow understanding
- Blue- Achieved or fully confident deep learning (mastered)
- Gold/Yellow- They have embedded their learning by using success criteria in a different context (mastery at greater depth)

Work will be highlighted where it demonstrates evidence to support achievement towards the success criteria.

The title of the work for each lesson will be written or stuck in the book.

We believe that children should have opportunities to assess and review but only if it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve. Which errors and how many will depend on many factors.

Children will

- Sometimes use a face to evaluate their own work before marking
- Be given to reflect before marking and edit work where necessary in KS2 and beginning in Year 2. Children will use CHIPS and CUPS (self-assessment strategies) to support self-editing in writing.
- Be given time to reflect after marking and take the opportunity to respond, correct, practise or investigate a problem
- Have opportunities for peer assessment

Peer and self assessment

For **peer assessment** the same concept of identifying areas of strength and those to develop will be used. Much of this will be done orally or on post it notes and children will use the following two simple phrases:

This is good because...

It would be even better if....

Peer assessment will sometimes be used to support children with self-editing using CHIPS and CUPS.

Verbal feedback It is important for children to have verbal feedback from a teacher depending on the task. This dialogue should focus upon successes and the VF marking code used.

Acknowledgement marking There may be times when a pupil marks their own work. A tick may be placed in the margin to show acknowledgement of the marking done by the pupil.

Correction procedures

- Improvements will be completed underneath or nearby to work in a 'polishing pen' or pencil if responding to immediate feedback.
- Rubbers will not be used for corrections unless indicated by the teacher
- Where appropriate children can cross out their errors neatly with a pencil.

Spelling corrections

If a word is spelled incorrectly teachers will rewrite the letters that are correct and leave spaces to replace the incorrect letters eg: If 'talk' is spelled 'tork' the teacher would write 't __ k' and the child would be expected to fill in the blanks next lesson or spell the word for the children to copy. An sp

will be written in the margin when necessary and at other times children will be required to self-correct their own spellings.

- may be used to indicate single sounds, _____ for digraphs and  for split digraphs.

Partnership Schools Marking Codes:

	Punctuation error in that line
	Spelling error (see also 'spelling corrections' on previous page)
	Capital letter needed or in the wrong place
//	New paragraph
^	An omission
	Next steps
	I Like this
vf	Verbal feedback
S	Guided/supported work
I	Independent work
? or See me	Please come and explain this to an adult
G	Marked with a group by the TA or teacher and verbal feedback given
Numeracy	

✓	Correct
· or x	Incorrect, try again