

Horsford Church of England VA Primary School



Marking & Feedback Policy

November 2019

The aim of the Horsford Federation of Schools is to create a caring Christian community where a lifelong love of learning is fostered and uniqueness is valued. Our aspiration is that everyone be inspired to achieve their full potential in every aspect of their lives, enabling a confident and positive response to a challenging and ever-changing world.

Courage

Responsibility

Compassion

We firmly believe that learning is well supported when children are aware of what they are trying to achieve in particular pieces of work (success criteria) and when, through careful marking, they have a clear picture about what they have achieved and how they might improve. We also feel it is essential that children are taught the skills of self-assessment and have opportunities to reflect upon their work so that they develop both self-awareness and motivation.

Aims

To have a consistent approach to marking, feedback and presentation across the school which is based on high expectations

To ensure our practice reflects the developmental stage of the child and enhances their confidence and self-esteem.

To improve the quality of children's work.

To demonstrate our confidence that every child has the potential to improve

To celebrate effort and learning

To encourage reflection on learning that contributes positively to higher standards.

Principles of Effective Marking and Feedback

It has to:

- be manageable.
- encourage and reward effort and progress.
- help parents understand the strengths and weaknesses in their children's work
- show children what they need to do to improve their work
- respond to individual learning needs
- inform future planning and individual target setting
- involve children in the process

Research has shown that immediate feedback is the most effective and is therefore more likely to be verbal rather than written.

Individual verbal feedback is useful when the feedback would be too much to write or for the child to comprehend. It is used when the work is well below expectation and talking provides a more sensitive approach. It will be indicated on the piece of work by the symbol VF. Work completed by a child as a result of this conversation will be done in green pen.

Whole class verbal feedback takes place at the end of a session, talking about answers, discussing and reviewing learning and any misconceptions. It can also be used during the session as a 'pit stop' to review, recap, address misconceptions and move learning forward.

Work that has simply been ticked (or stamped) indicates that sufficient oral feedback has been given.

Written feedback will be in line with the principles set out below. The written comment must celebrate an aspect of the work and give a clear next step. Where written feedback is given, time will be made available for children to read the comments (or have them read to them) and act upon them using green pen.

Presentation

We feel it is important to encourage the children to take pride in all that they do. We have agreed the following principles:

- Work will always be dated.
- Editing will be used to ensure children improve aspects of their work.
- Work that does not meet the non-negotiable checklist will be returned to the child, this will encourage children to always produce the best that they can.
- Written work will have a high profile around the school, showing the value of good presentation.

It is important that staff show their appreciation of the children's efforts by displaying their work in the public areas of school in such a way that reflects a celebration of their achievement and makes a statement about the standards expected.

Marking code

In Foundation Stage

- Teacher initial
- Dated
- VF to show feedback given
- Tick if objective met
- Next step recorded on AFL sheet

In KS1

- Teacher initial
- VF to show feedback given if not written
- Tick on grid objective met
- Celebration identified
- Next step recorded on work
- Next step addressed by child using green pen
- Minimum of one English and one Maths written feedback per week

In KS2

- VF to show feedback given if not written
- Tick to show objective met
- Celebration identified
- Next step recorded on work
- Next step addressed by child using green pen
- Minimum of one English and one Maths written feedback per week

Presentation code

In Reception my work should...

- Have my name on it
- Have letters that are written correctly

In KS1 (year 1) my work should ...

- Have letters on the line
- Write the day in English
- Have the short date for all work
- Have capital letters, full stops, exclamation marks and question marks for my sentences
- Have a capital I not i when writing about myself
- Have numbers written correctly
- Show pride and care and be free from graffiti
- Have mistakes crossed out with a single line

In year 2 my work should...

- Have a title and date on all work and make sure they are underlined
- Have the long date for English work
- Have commas and apostrophes used in lists
- Have the short date for all other work
- Have a capital letter for proper nouns
- Have some joined up letters
- Use a ruler to draw tables, graphs, labels etc
- Have tricky words spelled correctly up to phase 6

In years 3 and 4 my work should also....

- Have year 3 & 4 common exception words spelled correctly
- Have speech marks used correctly
- Have apostrophes used correctly – e.g. not for plurals
- Have all writing joined, neat and readable
- Have clear paragraphs
- Set out maths work neatly, clearly using correctly sized numbers

In years 5 & 6 my work should also....

- Have paragraphs marked with an indent
- Correct use of brackets
- Have handwriting that is in a personal style and neat
- Have all punctuation used accurately
- Be neat and well presented in all subjects without being reminded