

# Horsford Church of England VA Primary School



# Marking & Feedback Policy

September 2023

*The aim of the Horsford C of E VA Primary 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

## **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.

To assess children's progress and inform future lesson planning

## **Principles of Effective Marking and Feedback**

It has to:

- be manageable.
- encourage and reward effort and progress.
- 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

The school has put together a table to show how teachers and other support staff provide feedback to pupils and also how the leadership team will monitor and support this.

Type	What it looks like	Evidence
<b>Instant verbal feedback</b>	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> <li>• Includes formative assessment from the teacher and/or teaching assistant e.g. whiteboard / book work, verbal answers.</li> <li>• Given verbally to pupils for immediate actions and may re-direct the focus of teaching or the task.</li> <li>• Praises effort and contributions.</li> </ul>	<p>Lesson observations; learning walks.</p> <p>VF in Books – followed by green pen</p>
<b>After the lesson</b>	<ul style="list-style-type: none"> <li>• Teacher checks through the child’s work from the lesson.</li> <li>• The teacher uses the following code next to the LO depending on how the child has met the LO: <ul style="list-style-type: none"> <li>- Tick next to the LO if the child has met the objective;</li> <li>- a tick and S in a circle if they met the LO with support</li> <li>- a dot if they have not met the LO</li> </ul> </li> <li>• Next steps are given for the child as appropriate for the learning undertaken (teacher to use Next Step stamper)</li> <li>• Child is given time to complete their next step</li> <li>• Teacher acknowledges the next step</li> </ul>	<p>Book looks;</p> <p>LOs are addressed in all books</p> <p>Next step stamper evident in books</p> <p>Green pen</p>
<b>Next lesson whole class verbal feedback</b>	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson and completing the school’s <b>AfL sheet</b> (KS1 only)</li> <li>• Whole class are given verbal feedback at the start of the next lesson on their learning from the previous lesson.</li> <li>• Addresses overarching strengths, misconceptions and deeper learning.</li> <li>• Allocates time for editing based on feedback given or rehearsal of knowledge.</li> <li>• May involve some peer support or support from a teaching assistant.</li> <li>• Teacher and/or teaching assistant may then go and work with groups or individuals to support next steps.</li> <li>• The pupil’s responses to feedback are recorded in their workbooks in green pen to show progress over time.</li> </ul>	<p>Learning walks; feedback grids; book looks.</p> <p>Green Pen</p>

<p><b>Yellow box marking</b></p>	<ul style="list-style-type: none"> <li>• Used for longer pieces of writing (English – at least once per Power of Reading unit or foundation subjects – once a half term)</li> <li>• Identifies a specific part of the pupil’s work to be edited.</li> <li>• Pupils are given the opportunity to edit their work as soon as possible.</li> <li>• Pupils complete the editing in green pen</li> <li>• Y6 writing – teachers need to be mindful of the expectations of independent writing for KS2 SATS – specific guidance on editing cannot be used with pupils if the piece of writing is going to be used for evidence of their end of year teacher assessment.</li> </ul> <p><b>Marking codes for year 6 for all writing (codes in margins):</b>  sp - Spelling error on line  gr - Grammar error on line  // - Paragraph needed  p - Punctuation missing or error on line</p>	<p>Pupils’ books</p> <p>Green pen</p>
<p><b>Green pen</b></p>	<ul style="list-style-type: none"> <li>• Pupils should use green pen <b>whenever</b> they are editing their work.</li> </ul>	<p>Pupils’ books</p>

**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.
- Work will always have a learning objective.
- Pupils will write in pencil for maths.
- Pupils will write in blue/black pen in line with the handwriting policy.
- Editing (in green pen) will be used to ensure children improve aspects of their work.
- Work that does not meet the teacher’s expectations will be returned to the child and they will be encouraged to “have another go” underneath to ensure they always produce the best that they can.
- High quality work will be recognised through weekly “Golden Book” celebration worships.

## 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

### By the end of Year 4 I should also aim to....

- 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