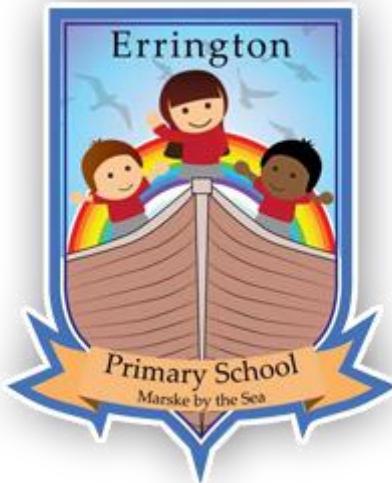


Errington Primary School

Feedback and marking policy



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Allan Fishpool/Claire English

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?

September 2021

Review: September 2022 or sooner

Errington Primary School Marking and Feedback Policy

Overview

The aim of our Marking and Feedback Policy at Errington Primary is to encourage children to take ownership over their learning in order to develop independence and to take responsibility for their own learning as they progress through school. We use a range of strategies to inform children about aspects of their work which they can correct and improve as well as celebrating their progress and achievements. We use a variety of different approaches to implement this which includes teacher marking, self-checking, peer assessment and AfL strategies.

We aim to keep marking simple for children to understand and respond to if necessary.

English-

When marking written work we:

- Ensure a date and title is on each piece of work
- Use a purple pen
- Acknowledge that work has been seen with a tick and an acknowledgement of effort (see below)
- Use the Personal Marking symbols below on extended pieces or focussed writing-

Effort

 - Excellent

 - Good

 - A reasonable effort

If work falls short of any of these, verbal feedback should be given explaining what could have been improved.

Work should be labelled if it is not completed independently with the following-

S- Supported

G- Groupwork

*What was good about the work. Link to LO if possible

-> How could the work be improved or next steps

In Y2 and Y3 where necessary- Teacher may indicate where full stops should be with a circle and underline a letter which should be a capital.

From Y3 upwards a wiggly line indicates an error and will be initialled with the following

~~~~ S- spelling

~~~~ P- Punctuation

~~~~ G- Grammar

~~~~? Will indicate the writing does not make sense (A ]? in the margin could indicate a larger section of text which did not make sense)

✓ A single tick can be used internally within writing to indicate a good response

✓✓ A double tick indicates an excellent response

Editing and Redrafting Approach

For some lessons a teacher may use a Marking Analysis Feedback for a whole class feedback. This would include looking at strengths and weaknesses within the writing and is particularly useful when a large number of the group are making the same errors or are ready for a new level of challenge to be introduced at the same time. In this case the error will be explained to the class- perhaps using examples based on children's work. Identifying problems will be discussed, children can suggest ways to improve the work and the editing and redrafting process is then modelled with the children to show them how work can be corrected and improved. Children will work with a peer to identify errors in their own work and to suggest improvements, make alterations and refinements and to improve the work together.

Opportunities should be taken to share good examples of work from the children by scanning work, typing in part of the text etc. Good qualities can be highlighted to the children and the class can respond to their own work by modelling their own examples. For example, an excellent example of a simile may have been used. This would be discussed and the impact on the reader. The class might then identify a place in their own writing where a simile could be added and edit their work.

Maths

When marking maths we:

- Ensure a date and title is on each piece of work
- Use a purple pen
- Acknowledge that work has been seen with a tick and an acknowledgement of effort (see below)
- Indicate correct and incorrect answers with a tick or cross
- Corrections are indicated with a c

Teachers can group mark and whole class mark where children will tick or cross work themselves

Self Checking-

Teacher will have answers available for pupils to self-check their own work. This means that after they have completed 4/5 questions they will check their answers themselves. This way, if they have a misconception or misunderstand something they can alert the teacher immediately.

Pupils need to be taught the skills of self checking and need to think deeply about the work they have just done. Teachers must model ways of checking. This could be repeating a calculation in a different colour to see if the same answer arises, using rounding and estimation, inverse, adding digits in a different order, looking at how the calculation is set out. Prompt sheets may be provided and children could have opportunities to ‘mark’ work from fictitious peers to identify mistakes to train them to self check their own work.