



RECKLEFORD SCHOOL
FEEDBACK AND MARKING POLICY
2019

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Chair of Governors: Anne-Marie Devlin

Signed _____ *Date* _____

To be reviewed every 2 years Next review _____

Introduction

At Reckleford School we recognise that marking and feedback are an essential part of planning and assessment and progress.

Aims:

- To assist learning and promote progress
- To promote high standards and positive attitudes to learning.
- To ensure a consistency of approach to marking and feedback throughout the school
- To value work, raise self-esteem and give recognition and praise for achievement
- To provide constructive feedback and clear strategies for improving learning
- To correct mistakes, address misunderstandings and offer encouragement
- To provide assessment information and inform future planning
- To enable pupils to reflect on their past performances and set new targets together with the teacher
- To improve motivation for children as learners
- To foster a culture whereby it is acceptable to make mistakes and good to learn from them
- To encourage children to accept help and guidance from others.

Expectations for Presentation

- **Children should be reminded about expectations for presentation in every lesson appropriate for their phase of learning:**
By the end of
Yr R - letters should be correctly orientated
Yr 1 - letters should be correctly sized and orientated
Yr 2 - children are encouraged to adopt a cursive style as they become ready
- **Children with fine motor difficulties should be praised for any progress they make and be set realistic targets for improvement.**
- **Spelling and Grammar**
By the end of
Yr 1 - capital letters formed correctly
Yr 2 - capital letters for the start of sentences and names (proper nouns)
KS1 - Key words will be a focus for written work - children will be asked to respond to these.

Protocol for feedback and marking:

At Reckleford School we believe 'marking' should

- Be primarily based on oral feedback as it is crucial that young children understand how they are doing as they are working. Our physical marking is there to positively reinforce this and to encourage improved skills
- Involve all adults in the classroom - although the class teacher will have an overview of all the books for every child.
- **Enable children to 'edit' their work by asking them to look again, think about the spelling of a word or the grammar needed.**
- Happen within the lesson wherever possible. This will have greatest impact on children's progress.
- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further. If a pink mark is used, it must be understood by the child.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason not all spelling, punctuation and grammar errors are marked in every piece of work but they will be noted as a future teaching point. Teachers should use their professional judgment when deciding how many corrections to mark. 1 or 2 'tricky' words can be highlighted for children to practice.
- Written comments should be minimal, in a different colour or medium from the child's work but not dominate.
- **Use the agreed highlighters and codes/symbols for marking and display these prominently in the classrooms to ensure children are familiar with them.**

Agreed format of children's books for 2018-19

- Focused objective for each piece of work
- Marking codes in literacy, maths and topic books - all classes

EYFS

- **LITERACY & MATHS:** EYFS 30-50m, 40-60m, ELG statements in literacy and maths - to be highlighted & dated by staff when marking

YEAR 1

- **LITERACY:** individual targets at the front ; KPIs at the back - highlighted and dated
- **MATHS:** targeted KPIs at the front - highlighted and dated
- **TOPIC:** Science, history, geography objectives - highlighted and dated

YEAR 2

- Editing prompt - laminated and on tables
- LITERACY BOOKS: KPI statements and assessment pieces at the front; bookmarks with individual prompts - highlighted and dated
- MATHS: KPI sheets at the front - highlighted and dated
- TOPIC: Science, history, geography - highlighted and dated

Expected Practice for Marking and Feedback

Written marking/feedback

- While some pieces can be marked briefly 'most' should be marked in the following way
 - When marking in adult led groups the success criteria will be displayed in the books
 - All pieces of work must be dated with a clear objective for learning
 - Adults will reinforce expectations and children's individual targets
 - Adults will support learning by asking questions re: the content of work and allowing children the chance to self-correct or improve as they work.
 - A **green** highlighter will be used to indicate what is good / great against the success criteria & / or the child's personal targets
 - A **pink** highlighter (pink makes you think) can be used after editing opportunities have been given. This indicates what the child needs to remember next time - ie full stops, a key word for spelling, or something extra to think about. HOWEVER, THIS IS ONLY USED AFTER THE CHILD HAS HAD THE CHANCE TO 'SELF-CORRECT'
 - Comments on what was good / what could improve can be highlighted
- Children can be expected to respond to marking through practicing a mis-spelt word, practicing a letter or answering a question.
- If what was good or next step comment relates to their personal target use the T code.
- If work shows evidence of target progress then this must be dated at the front of the book
- Use codes and colours to provide assessment feedback
- Marking must be referred to by adults in the next session to reinforce positives and the 'next steps' and to allow children to respond

Oral feedback

- Reckleford School places huge importance on the value of daily oral feedback.
- Feedback should support what the child is doing well
- It should remind the child of the success criteria of the lesson and, where appropriate, their own personal targets.

- It should really encourage the child to want to improve
- It must enable the child to be very clear as to how to improve

Self-Marking / Peer marking

Children, by Yr 2 (this may happen earlier) will understand the need to check through their own writing and correct some errors. Children may be asked to use the green highlighter to see if they know what is good (ie - they can highlight the verbs they have used - a great piece of assessment!)

Peer work is really powerful in engaging children with their work and progress. Peer marking should only be used if children are considered to be mature enough to be positive and sensitive.

Marking Codes.

Independent. 

Message to a child. 

Target.  Green or pink

Target met. 

Supported S

Confident C

Edited by child E

Next step... **pink** (makes you think) used to show where to improve - children can write over errors or respond by practicing what has been commented upon.

Adults may put additional comments such as CI (child initiated) to support assessment

Green (is good) highlighter - immediate feedback on what is good

Child assessment/Self review:

Children may asked to demonstrate understanding – thumbs up / down / middle; remain with the teacher for more explanation.

At times children may be asked to give feedback ie 😊 😞 Children colour in a face.

Yr2 children may write a response where appropriate