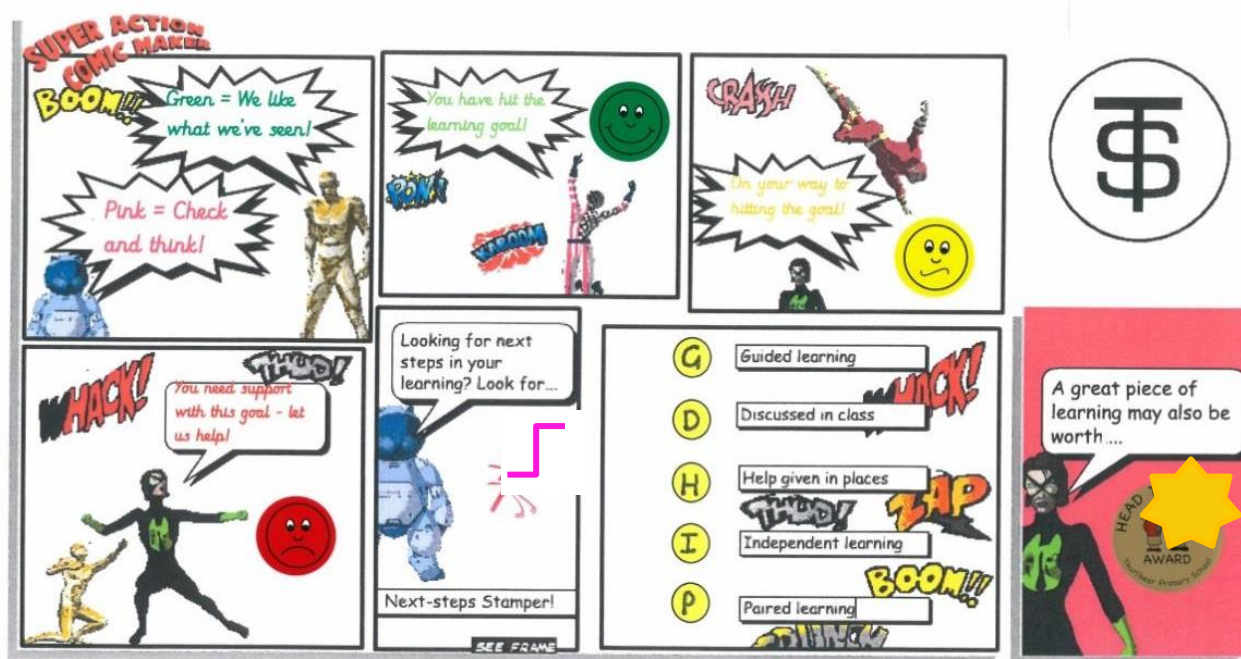




Thurlbear CE VA Primary School Feedback and Marking Policy Appendix



Thurlbear Super Marking Code!

D – Discussion / further teaching that has taken place this could include the use of a visualizer.
H – Individual help given on a particular question and the initials of the adult who helped.

Think about



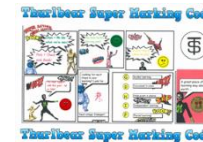
G – Guided learning, this is work completed in a group adult-led.
I – Independent learning
P – Paired learning or partner work
Sp – spelling to practice or correct



Next steps



Thurlbear CE VA Primary School Feedback and Marking Policy



At Thurlbear School, every teacher understands the importance of feedback and marking and that they are important to the progress of our pupils. We want happy, successful, determined learners, who are willing to take a risk and KNOW how to improve!

The purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

Agreed marking colours:

Green ink for 'I like what I've seen'

Pink ink for 'check and think'.

Children edit their work using a purple pen.

We follow the agreed Thurlbear Marking Code.

Next Steps: If appropriate, next steps will be written (drawn as a pair of steps in **pink**).

These will **only feature** if it:

- provokes future thinking
- it has an impact on the child's learning
- the child can respond to it
- the child can read it
- time is given to respond

In **Literacy**, these will be used more frequently especially during the writing stages of talk for writing to highlight the next step in their writing. This may be marked as steps against part of the toolkit. During this stage every child, **on at least one day**, will receive oral feedback by marking their work with the teacher or teaching assistant, and in key stage 2 be given the chance to respond by editing their work with a **purple pen**.

In **Maths**, next steps will be used less frequently as feedback is **more immediate and oral**. Next-steps learning is used to inform the planning for the next day.

Rewards (linked to behaviour Policy):

Team points will be awarded for good work.

An outstanding piece of learning may also be worth a Golden Ticket – a gold star in the book.

We strongly believe that marking should:

- Have a **purpose** and have an impact on the child's learning
 - Provide **meaningful feedback** to the child
 - Highlight areas for **development / improvement / correction** thereby enabling the child to identify clear 'next steps'
- **Record** a child's progress related to learning objectives
 - **Inform** future planning of lessons
 - Be **relevant and necessary**
- Make the **invisible visible**: show evidence of action, making **excellent practice visible**
- Feedback should offer **comments on effort and engagement** with the process, **not** on innate ability e.g 'You are really good at this!'
- Where possible, verbal feedback (individual, group based, or to the whole class) will be given to children **during the lesson** as this has a greater impact on the child's understanding of how they can improve.

Self-assessment: Children are encouraged to self-assess against the 'I can' objective through using colour evidence (linked to light-touch marking stickers).

Purple pens for editing: Sufficient time and opportunities will be allowed for children to improve their own work, using **purple pens**, in response to feedback as we believe this is vital in order for pupils to learn and make progress in their learning. This is more common practice during key stage 2.

Peer assessment: It can be helpful for children to assess the work of others in the class this feedback maybe verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. The child-reviewer should initial any comments.

Types of marking:

As felt appropriate by the teacher marking will be:

- **'Light touch'** marking will refer to the learning objective by coloured stickers - work in maths books and learning journals will usually use this.

Green sticker/smiley face – met learning objective
Yellow – not secure, needs more practice
Red – You need more support, let us help
In Literacy, when must/should/could or toolkits are used we mark to these.

- **'Deep'** marking will be carried out when it is considered necessary by the class teacher. Deep marking provides more detailed feedback for assessment purposes; this includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given **time to read and respond** to any written marking, in order that the feedback provided has maximum impact on learning.

Foundation Stage: The purpose of marking in Early Years is to inform adults (school staff/parents) of how the children achieved on particular tasks and their next steps to help future learning. The work marked is adult-led tasks in their learning journals. All pieces are marked against the learning objectives in **green** with a smiley or straight face and a written comment. All pieces, where appropriate, have next steps (in **pink**) stating something a child needs to practice. During child-led learning and in their child-led tasks written comments are sometimes recorded by adults and written on their work if this is useful. Written pieces from child-led learning are collected, dated and annotated where necessary and placed in the document folders. At the end of the Summer Term, staff begin to use the whole school marking symbols in preparation for KS1.