



# Crockerton Church of England Primary School

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## VISION STATEMENT

*Together we learn and grow, beyond expectations, guided by our faith and values.*

## Marking & Feedback Policy

*This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.*

<b>Written</b>	<b>November 2017</b>
<b>Reviewed</b>	<b>September 2020</b>
<b>Author</b>	<b>Headteacher</b>
<b>Next Review</b>	<b>September 2021</b>

*We are committed to safeguarding and promoting the welfare of children and young people*

## Aims:

- To maximise the impact on children's learning
- To make marking personally significant to the children as learners
- To make marking immediate and thus have greater impact on children's learning
- Marking to be meaningful and refer to the W.A.L.T and inform next steps and assessment of that individual piece of work
- Marking and feedback will often be verbal, which carries the same importance as any written feedback.
- For teacher assistant marking and feedback to carry the same importance as the teacher.

## An integral part of the classroom activity:

While lessons are in progress teachers are encouraged to carry out as much marking as possible with the child through one-to-one dialogue. This is important in promoting a clear understanding of what is necessary to move forward in learning.

This will develop self-esteem, motivation and an ability by the child to reflect on their learning and progress.

At the conclusion of a piece of work it may be relevant for children to grade themselves next to the WALT with regard to effort and achievement.

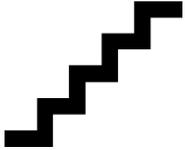
As part of this process we encourage pupils to peer mark, self-mark and share ideas and work and reflect together on the successes and areas to develop within a given piece of work.

At times, some children's self-assessment may be oral.

## Marking and Feedback Guidance:

- Marking a child's work should include a positive comment 😊 relating to the WALT (Learning Objective). It may also include a 'Next Step' comment 📈 or question that will improve or challenge further.
- Next steps may refer to layout and presentation.
- If verbal feedback has been given this should be indicated with a VF. <sup>[L]</sup><sub>[SEP]</sub>
- If a child has had a lot of support from an adult to complete their work then this should be recorded on the piece. **ST/STA** Support by teacher or Support Teaching Assistant <sup>[L]</sup><sub>[SEP]</sub>
- Not every single error will be marked, especially in writing. The key errors will be corrected, eg: high frequency words and the focus on 'success criteria' <sup>[L]</sup><sub>[SEP]</sub>
- Children are taught to read their own work and 'review' or 'edit' before an adult reads it.
- Self-correcting will be done in purple (polishing pen). <sup>[L]</sup><sub>[SEP]</sub>
- In maths, the child will get a dot for an incorrect answer and then be encouraged to write the correction alongside in Purple Polishing Pen, they will not rub out the wrong answer. <sup>[L]</sup><sub>[SEP]</sub>
- If a supply teacher has marked work this should be initialled by the supply teacher. <sup>[L]</sup><sub>[SEP]</sub>
- Children will be reminded that good standards of English apply to all written work.
- High expectations of presentation are expected in all curriculum areas.
- Non-written areas such as model making or artwork still require feedback but this will normally be verbal.
- Staff must indicate if work has been completed independently, with a partner or in a group.

Summary of Marking Guidance for books.

I	Independent Work
P	Paired Work
G	Group Work
VF	<p>Verbal feedback given</p> <p>Individual or Group verbal feedback</p>
	<p>Something's wrong!</p> <p>Spelling or grammatical error – look again</p> <p>(Underline word with a wiggly line)</p>
	<p>Letter reversals</p> <p>(Double underline to identify letter)</p>
	<p>Something's missing!</p> <p>Child has missed capital letter/punctuation. Circle where punctuation is needed.</p>
	<p>New paragraph needed here</p>
	<p>Record next step – give them a task to do.</p> <p>E.g. Go back and....</p> <p>Add some adjectives, adverbial phrases, punctuation.</p> <p>Re-write a sentence or paragraph. Redraft a section.</p> <p>Copy a sentence again in your best handwriting.</p> <p>Learn this spelling. (Copy it 3 times)</p> <p>Now try this.... (Maths challenge)</p> <p>Show me another way to solve this problem. (Maths)</p>