



Queens Church of England Academy

Learning and Growing in the Love of God Marking & Feedback Policy

Adopted by the Leadership team
Approved by full Governing Body

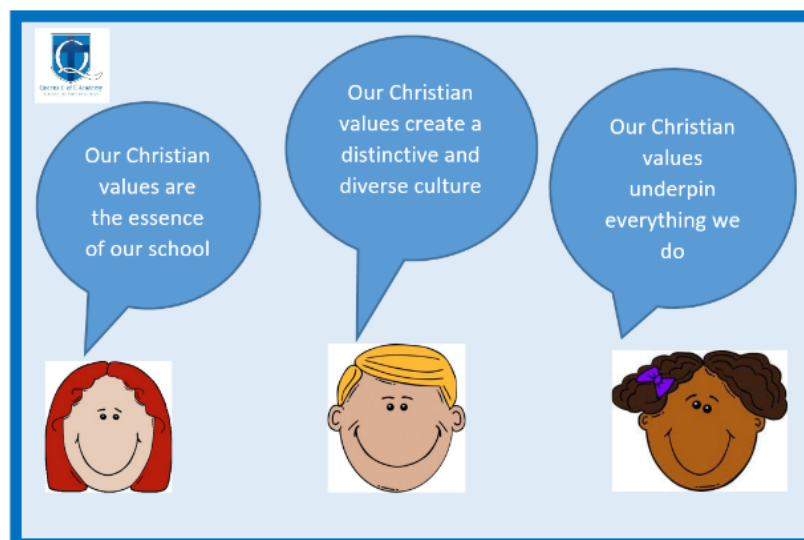
September 2019
9 December 2019

Signed by Chair of Governors

Paul Allred

To be reviewed

September 2020



OOMPH!

“Whatever you do, work at it with all your heart, as if working for the Lord and not for human masters.” - Colossian’s 3:23

**FALL DOWN
SEVEN
TIMES,
STAND UP
EIGHT**

“For though the righteous fall seven times, they rise again...” - Proverbs 24:16a

Introduction

This policy was devised using input from the Schools Learning Ambassadors, Teaching Staff and the SLT.

Teacher Marking

All work must be marked before being returned to the pupils. There are two types of marking which need to be used when providing children with written feedback: Acknowledgement Marking (daily) and Developmental Marking.

Acknowledgement Marking

- All work needs to be acknowledgement marked by class teacher, daily.
- Recognition of strong work needs to be evident.
- All work is to have a clear date and a short meaningful learning objective as the title. Both of these will be underlined using a pencil and ruler and spelt correctly.
- Where possible, this could be done in the lesson providing immediate feedback to the child and a chance for misconceptions to be addressed there and then.

Process:

1. Using a green pen mark the work using ticks, circles and underlining, etc. as appropriate.
2. Assess against the learning intention using green and pink highlighters.
 - If achieved, highlight the learning intention in pink.
 - If not achieved, highlight the learning intention in green. In this case children **MUST** be given an opportunity to correct work independently or in “quick catch up sessions”. Corrections can be highlighted in pink.
 - If a child has clearly not got the learning intention, then it should be highlighted yellow, and another session with the child needs to happen.
 - Reward effort and achievement with ‘carrot’ points and stickers as appropriate.
3. Underline or circle, in green pen, any basic skills errors as appropriate to age or ability (up to five per page).

4. If children have been supported by a class teacher or teaching assistant, record this by the learning intention (or by corrections and cross referenced to point 2).

Developmental Marking

- This is not expected for every piece of work – only as needed but at least once a week in Writing, and twice weekly in Reading.
- In Maths, corrections must be addressed daily, errors need to be circled and modelled examples so that the children can independently correct need to be evident. Where there are no corrections, a comment to recognise strong work needs to be included.

Process:

1. Success criteria should be outlined on grids so that children know what to do to make their work successful.
2. Identify three things that the child has done well. These should be highlighted pink on the SC grid with the corresponding examples highlighted in the children's work, e.g:
 - A phrase, clause or sentence in written work
 - A calculation strategy
 - An inference or quotation in response to reading
3. Using green, highlight something that the child needs to do to make progress, also linked to success criteria. This may need clarifying by:
 - Scaffolding: for individual examples in a child's book, use calculations to complete or sentences to edit.
 - Modelling: where groups of children need the same development point, this should be annotated in planning and indicated in books that a 'catch up' has occurred.
 - Open ended questioning: this is particularly useful for extending tasks to challenge pupils who have met the LI.

Peer - and Self-Assessment

There should be evidence in books of purposeful peer – and self-assessment, which provide pupils with immediate feedback. It should be indicated by the piece of work as to whether this is peer or self- marked with the child's initials.

Examples include:

- Ticks against success criteria on grids
- Underlining good examples
- Circling inaccurate work/calculations
- For older pupils (particularly Y5 and 6) suggested re-drafting suggestions

Key Notes about Marking and Feedback

- Use positive phrasing, e.g. "remember to" rather than "don't "
- Avoid using closed questions, e.g. "can you" (children tend to answer with yes or no) and repetition e.g. copying out the success criteria already given.
- Extensive written comments should be avoided where possible. These create unnecessary workload and do not always help pupils to develop their work without further verbal explanation.

- **Any “green to grow” feedback must be responded to.**
- If a word has been corrected in a previous piece of work it becomes an expectation that it is spelt correctly thereafter.

If children receive a quick catch up session, this needs to be logged next to the work that it relates to and dated and initialled.