



Woodcroft Primary School **Marking, Feedback and Response** **Policy**

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Person responsible for the policy in consultation with the staff and governors: Head Teacher

Reviewed: September 2018
Next Review Date: September 2021


Learning for a lifetime

Philosophy

We believe marking, feedback and response are an integral part of the teaching, learning and assessment process. It is a positive action, giving every child guidance on how to improve, develop and grow in all curriculum areas.

Guidance on marking

- We will use set codes and formats across the school (Appendix 1)
- Marking will be done daily or when a piece of work is completed – this will be initialled by an adult or include a stamp.
- Marking will relate to the learning objective and success criteria for that lesson or task, which has been shared with the children.
- Marking will celebrate success and acknowledge the work completed.
- When required, children will self-assess or peer mark.
- Within lessons there will be opportunities for adults to mark and re-direct activities
- All subjects can be acknowledge with a tick/initials or an adults stamp

Guidance on feedback

- LO and SC (on stickers) will be highlighted in Yellow (positive) and Green (develop or correction)
- Comments and next steps will be given so that the child can respond and improve – these can be made within lessons with the child or before the next lesson
- Comments will fall into a number of categories: correction, prove it, completion, and extension (Appendix 2)
- Comments are positive within a Growth Mindset framework and reflect the school's vision and mission statement
- Comments will be related to the LO/SC for the sole purpose of moving children's learning to the next step

Response to Marking

- All children will have an opportunity to respond to adults feedback either within the lesson or before the next lesson
- Children's responses will be recorded in green biro pen
- Where children respond in green, the adult will then acknowledge this with a further comment or initial/stamp

Children's books – the learning journey

Children's' books capture their success, achievement and progress. In every child's book will be evidence of the following:

- All work acknowledge either through an initial or stamp
- LO/SC printed on stickers with the date
- Yellow/green highlighters used to indicate positive/developmental points
- Comments to drive learning from adults
- Responses in green pen from children
- Acknowledgement of children's responses by adults

Appendix 1: Marking codes:

☺RT	=	Child receives a raffle ticket
☺HT	=	Head teacher award
☺PP	=	Pupil Passport target met
I	=	Independent work
G	=	Guided work (plus initials and date where appropriate)
S	=	Supply teacher
CI	=	Child initiated
//	=	New paragraph
	=	Teacher and child feedback/conversation

Spelling corrections:

- Key stage 1 will begin to correct High Frequency Words as appropriate to the child
- Key stage 2 marked with a wiggle underneath and correct spelling in the margin e.g *have half* children then write it 3 times to acknowledge marking.

Marking codes to be displayed in the classroom.

Appendix 2: Feedback Comments

- Correction: children need to change something to make it correct. This could be a spelling or an error in a maths calculation
- Prove it: children need to show they can answer a similar question in a different way or provide further evidence that they understand something
- Completion: children need to be given time to complete an activity or re-draft part of their work or it may need developing (it's not sufficiently completed)
- Extension: children's learning is deepened through questioning, evaluating, justifying or reasoning.

Appendix 3: Expectations

- High levels of presentation by children and adults – to include set books for each subject, use of labels for LO/SC and maths reasoning tasks, any sheets that need sticking in are trimmed below A4 size
- Use of school's handwriting style by children and adults
- Pencil for maths and writing until children have earned a handwriting pen
- Adult comments in pen (to contrast with children's)