



Marking and Feedback Policy

Date: September 2018

Review date: January 2019

Signature of Chair of Governors:

Aims and objectives

Lutton St Nicholas and Gedney Church End Schools recognise that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and move their learning on and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given so that children's books demonstrate that teaching over time is good or outstanding.

Effective Marking

At the Federation we use effective marking to respond to children's learning effectively and to:

- *Motivate children in a meaningful way*
- *Encourage interaction between the child and teacher*
- *Make every child feel valued and confident in their learning*
- *Promote interaction between children (e.g. peer-assessment)*

When marking, adults at the Gedney Church End and Lutton St Nicholas Federated Primary Schools will use a purple pen, to tick, correct and make comments about the children's work. Children will respond to feedback in green pen.

Expectations

Literacy

There should be at least 2 quality pieces of written work plus a 'Big Write' in Literacy books every week. Each week books should contain:

- Self and/or Peer assessment at least once a week
- A specific response from the teacher including next steps and green pen questions should be given for each of the teacher marked quality pieces of work.
- In addition to this, the 'Big Write' will be marked against the Year Group's assessment grid every week.

Numeracy

There should be at least 3 quality pieces of written work in Numeracy books every week. Each week books should contain:

- Self and/or Peer assessment at least once a week
- All calculations should be marked (by the teacher and/or the children). If marked by the children teacher should assess the outcomes and respond to the learning.
- A specific response, including modelling methods, from the teacher including next steps and green pen questions should be used three times a week a week.

Foundation books

There should be at least two written pieces of learning evident in these books per week, dependent upon the learning cycle. Marking should include next steps and green pen questions.

Pupil Response to Feedback

Teachers should plan an allocated time at the start of the next lesson for the children to respond to the teacher's comments in green pen and/or complete peer and self-assessment. A GPQ slide must be included in the Smartboard for each lesson.

General

All children's learning, including homework, should be acknowledged and valued.

EYFS

In the early years marking is used to inform parents of children's learning so they can support children at home. In reception effective marking is used in their literacy and numeracy books to celebrate learning and identify next steps.

Learning Journals in the EYFS allow children and parents to have regular opportunities to read and contribute to them and discuss their child's learning therefore allowing pupil and parent voice and development of children's next steps in their learning.

Marking symbols

ws	with support
I	independent
V	verbal feedback
sp	spelling error
p	punctuation error
g	grammatical error
_____	this doesn't make sense
//	new paragraph
✓✓	I really like this
c	correction (as opposed to a cross)

○ ⇒ • Strategies exist to acknowledge/celebrate the achievement of targets



The following criteria will be used during book looks

