


Goosewell Academy

Marking and Feedback Policy

<p style="text-align: center;">Related School Aims</p> 	<ul style="list-style-type: none"> • Support everyone to have high expectations of ourselves and take responsibility for our learning – always trying to do our best. • Develop creative thinkers and independent learners. • Encourage risk taking without fear of failure.
<p style="text-align: center;">Statutory</p>	<p style="text-align: center;">No</p>
<p style="text-align: center;">Issue Date</p>	<p style="text-align: center;">October 2017 Revised March 2019</p>
<p style="text-align: center;">Review cycle</p>	<p style="text-align: center;">1 year</p>
<p style="text-align: center;">Reviewer</p>	<p style="text-align: center;">SLT</p>
<p style="text-align: center;">Next review Date</p>	<p style="text-align: center;">July 2019</p>
<p style="text-align: center;">Signed</p>	
<p style="text-align: center;">..... Head Teacher</p>	<p style="text-align: center;">..... Chair of Governors</p>

Marking and Feedback Policy

When we give feedback in verbal or written form, we aim:

- to raise standards of every pupil's achievements
- to recognise pupil effort and achievement
- to provide encouragement and confidence to strive higher
- to specify the ways in which a piece of work could be improved
- to stimulate a dialogue between staff and pupils rather than be a formative process
- to provide information for assessment so the next stage of learning can be suitably planned for and individual next steps and targets are set
- to teach pupils to respond to their learning so that they can self-assess and evaluate their own learning

Marking and Feedback Expectations




General

- The Response Marking key is followed clearly in Years 1-6, whilst it is introduced progressively in EYFS. See Appendix 1.
- The marking key should be displayed in all classrooms and pupils should have a clear understanding of how their work is marked.
- **All work** is to be at least 'light' marked by teaching staff, support staff and supply staff using green pen and highlighters as stated in Appendix 1.

Writing Books and Skills Books

- The objective sheet (Appendix 2) should be filled in by both staff and pupils:
 - Within Literacy and Science, the objective should be highlighted in line with the response marking key (appendix 1).
 - All other lessons will have a handwritten objective which will be highlighted in line with the response marking key (appendix 1).
 - Success criteria, where used, should be completed by children and staff to show achievement.
 - Presentation smiley faces should be highlighted/ticked.
 - Level of support- I (individual), S (supported), G (group) should be indicated.
 - TA/Supply should be highlighted if the work is not marked by the class teacher.
- In Key stage 2, pupils should use a purple pen to edit and/or up level their vocabulary.
- Pupils should complete their response to feedback using red pens from Year 2 onwards.
- Pupils are expected to use joined legible handwriting.
- Pupils will begin to use handwriting pens from Year 2 if they consistently join their handwriting and letters are correctly formed.

Maths Books

- KS1 pupils will use a learning objective sticker with I (independent), S (supported) or P (peer) indicated. KS2 pupils will write their learning objective daily. Learning objectives will be highlighted green if a child has met the criteria.
- Point of need intervention will be evident during the lesson through use of green pen from the adult supporting.
- After each piece of work, the children should be given the opportunity to 'traffic light' their work next to their learning objective. This will be based upon how well they think they have achieved their objective.
 -  Red: Indicates that they have not understood their objective or have made little progress towards it.
 -  Orange: Indicates that they have started to demonstrate that they understand the objective but haven't fully achieved it.
 -  Green: Indicates that they have achieved the objective.

Appendix One

Response Marking Key

We use five colours to visually indicate areas of success and development. They are as follows:

	This word/sentence/punctuation/calculation/overall work is amazing.
	<p>In English and Science, highlight the LO green if it has been achieved- specific aspects of the LO can be highlighted to show achievement in those areas. e.g. <u>Can I use adjectives and fronted adverbials when describing a character?</u> <u>Can I use adjectives</u> and fronted adverbials <u>when describing a character?</u></p> <p>In Maths, highlight LO green if it has been achieved. KS1 also highlight I, S, P to indicate level of support.</p>
	<p>Underline words spelled incorrectly in blue for children to practise.</p> <p><i>When underlining spellings, keep the amount to practise to a realistic level. For KS1 pupils, and appropriate KS2 pupils, write the correct spelling for them to practise. For KS2 pupils, encourage dictionary use to find and correct the words. Words that are misspelt frequently need to be recorded on the pupil's individual spelling card.</i></p>
	<p>Use a yellow highlighter to show where work requires a response e.g. is incorrect or doesn't make sense or where a challenge has been set.</p> <p><i>A yellow dash may indicate omitted punctuation or a sentence highlighted in yellow would show that it needs to be rewritten. For example, if a pupil has over used 'said', these could be highlighted.</i></p> <p><i>In maths, the highlighter could be used to clearly show where a calculation error has been made, rather than marking the whole thing wrong.</i></p>
	Indicates writing targets have been evidenced.

Appendix Two

Writing objective header Year 1:

Date: Tuesday 26 th February 2019										If not marked by the teacher.
LO: Can I use adjectives to describe? (Alien descriptions)										
Success Criteria	Me	CT/TA	Presentation:							TA
I can use a capital letter.										
I can use a full stop.			How did I work?							Supply
I can use adjectives.			I	S	G					
I can use conjunctions.										
My Writing Toolkit					a _A				“” ! ?	-ing -ed
Circle your target!	use my phonics	finger spaces	neat cursive handwriting	letters on lines	capital letters	full stops	adjectives	conjunctions	a range of punctuation	suffixes

Writing objective header Year 2:

Tuesday, 18th September 2018

LO: Can I use my phonics to spell?										If not marked by the teacher.
Success Criteria (to be ticked or highlighted)	Me	CT/TA	Presentation:							
I can use my sound mat.	✓									TA
I can spell using my phonics.	✓		How did I work?							Supply
I can spell accurately.	✓		I	S	G					

Writing objective header Y3, Y4, Y5 and Year 6:

Tuesday, 20th November 2018

LO: Can I write noun phrases?										If not marked by the teacher.
Date to be pre-typed in full or older children may write it above the sheet.										
Success Criteria (to be ticked or highlighted)	Me	CT/TA	Presentation:							
I know what a noun/noun phrase is	✓									TA
I can choose appropriate adjectives to create noun phrases	✓		How did I work?							Supply
I can write an expanded noun phrase	✓		I	S	G					