

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Marking and Feedback Policy

Date agreed: July 2022

Review date: September 2024

Signed: _____
Chair Board of Governors

Whole School Marking and Feedback Policy

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	28 th March 2020	AW	FGB	New Policy
2	September 2022	AW	M&I	Policy Re-write
3				

Marking, feedback and Presentation Expectations

The purpose of assessment, marking and feedback

- To inform teachers of each child's attainment
- To inform pupils of what they have done well and their next steps
- To inform teachers' planning and grouping for future lessons and learning

Principles

- There is a consistent and manageable method of assessment, feedback and pupil response throughout the school
- Work is assessed promptly and feedback is given during the lesson, or as close as possible to the work being completed
- All Adults working with the children are involved in giving live feedback during the lesson
- Through live feedback during the lessons pupils are challenged and misconceptions are dealt with promptly
- Children are given regular opportunities to respond to feedback in order to improve their work
- Clear targets/strategies for improvement are given
- Feedback, marking and assessment are used to inform future planning and target setting

Feedback is given in a variety of ways

- Live feedback and marking within a lesson
- Small group and one to one coaching during the lesson or at the beginning of the next lesson
- Distance marking- written feedback after a lesson
- Whole class feedback/coaching
- Self and Peer assessment

ALL SUBJECTS

- Each lesson will have a Learning Objective (LO) sticker, which the pupils stick into their books at the top left hand of the page. Where appropriate the lesson will also have success criteria and pupils may also be asked to find evidence for each success criteria they have fulfilled as part of their learning.
- Teachers will mark and give verbal feedback related to the LO but also comment on spelling, presentation and other key points for improvement.

Date(s):
LO:

Date(s):
LO:
Success Criteria: 1. 2.

Evidence for each success criteria:
1
2
3

- Work in all curriculum subjects will be marked.
- In work where there is a written outcome, teachers will identify next steps/areas for improvement through **THINK PINK** marking. Pupils will then respond to these comments and **improve their work through** a **BETTER IN BLUE** response.
- Subsequent work/learning will improve as a result.

Dealing with Spelling Mistakes

- Teachers will expect children to correct words that should be spelt correctly for the NC age and stage of the pupil such as CVC words, common exception words, words from spelling lists and tier 3 topic words that are displayed around the room.

Role of Pupil

- Use a BLUE pen to improve work as a result of responding to marking (**BETTER IN BLUE**) For younger children the teacher will draw a blue box to indicate where pupils have improved their work.
- Write spelling corrections
- Take pride in their work and consistently apply the school's presentation rules

Live feedback within a lesson

- Live marking allows a teacher to check that each child has the correct level of challenge; misconceptions can be addresses, small errors corrected and additional challenge can be given where appropriate
- Live marking is time efficient and reduces the need for distance marking at the end of the day.
- Live marking can be written or verbal.
- If a child needs help within a lesson, the adult giving the help will indicate this by writing VF in the child's book- this will support teacher's summative assessment at the end of the term
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Marking Annotations

✓ or ✓✓ one or two ticks for something well done (GREEN)



Next step (PINK)

GW Guided Writing

VF Verbal Feedback during live marking (in **GREEN** for positive feedback/**PINK** for guidance/coaching), along with a short comment e.g. **VF- Finger spaces**

○ Circle a punctuation error or omission

// New Line/paragraph

SP Spelling Mistake

T Teacher support

TA Teaching assistant support

SA Self assessed/marked

PA Peer assessed/marked

(*If no 'support annotation' is shown- assume the work has been completed independently)

Next Step Marking Guidance

THINK PINK / BETTER IN BLUE/GO GREEN

1. Next steps that have a specific skill focused e.g. Use the conjunctions although, unless and after to improve the sentences in this paragraph

Avoid overall task based next steps. For example: Now plan your own letter

2. Next steps that challenge the understanding of a pupil e.g. What persuasive devices have you used and why do you think they are effective? Edit this sentence so that it contains an embedded relative clause.

3. Ensure all next steps address any misconceptions either during or shortly after the lesson so that they IMPACT ON LEARNING

Presentation Expectations

- All handwriting should follow the school script (YR, 1 and 2 begin using pencil and move to handwriting pen when ready (by the end of the year 3), children in years 4,5&6 use a handwriting pen)

- Pupils will start with a pencil and move onto using a black pen when their teacher believes them to be ready (pen licenses to be awarded by end of Y3)
- Pupils should then consistently use black pen for all work in Y4-6 (except maths and drawing, when a pencil should be used)
- All underlining must be completed with a ruler
- Errors to be crossed out with a single straight line using a ruler
- In mathematics, pupils are to use a central margin when appropriate in order not to waste paper
- In mathematics, pupil should only write one digit per square
- All paper must be trimmed before being stuck into book and should be stuck in straight with no overhang
- All work MUST be dated. Titles will also be added where an LO sticker is not used.

OFSTED guidance:

Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessary elaborate or individualized approaches.

Teachers use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.