

### Rationale

This policy reflects the school's values and philosophy in relation to giving children feedback and marking their written work to promote learning.

### Overall Aims

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Set out our expectations for high quality but manageable feedback and marking.
- Provide a coherent picture of outstanding practice in marking.
- Provide positive reinforcement of the teaching and learning process.
- Use marking as a tool for formative ongoing assessment, ensuring children are effectively challenged and visible progress is evident through a dialogue which aids progression.
- To give teachers, teaching assistants and peers the skills for effective feedback.

### Continuity and Progression in Marking and Feedback

At Dussindale Primary School children are taught to have high expectations for themselves in their recorded work. Emphasis is given to making marking positive, encouraging and meaningful for the individual.

Where a child has not met the expected standard for their ability, the teacher may ask for the work to be redone. This will include writing that does not include capital letters and full stops once a child has completed the emergent stage.

In order for marking to be effective, time will be given to pupils to read, reflect and respond. This will either be within the session when the work is mark or at the start of the next lesson.

One in three pieces of work will receive detailed feedback from an adult including next steps.

Each class teacher will choose a contrasting colour for marking, and children will be provided with a different colour for their responses.

	<u>Feedback</u>	<u>Marking</u>	<u>Reflection</u>	<u>Self/peer assessment</u>
Year R	<ul style="list-style-type: none"> <li>• Verbally through discussion indicated by VF</li> <li>• Annotated</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated observations</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps followed through</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down</li> </ul>

	<ul style="list-style-type: none"> <li>observations</li> <li>• Identified next steps</li> </ul>			
Year 1	<ul style="list-style-type: none"> <li>• Verbally through discussion indicated by VF</li> <li>• Identified next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Corrected with child</li> <li>• Learning objective ticked if met</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps followed through*</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Verbally through discussion indicated by VF</li> <li>• Written comments</li> <li>• Identified next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments</li> <li>• Identified next steps*</li> <li>• Learning objective ticked if met</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps followed through*</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Verbally through discussion</li> <li>• Written comments</li> <li>• Identified next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments</li> <li>• Identified next steps*</li> <li>• Learning objective ticked if met</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps followed through</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Verbally through discussion</li> <li>• Written comments</li> <li>• Identified next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments</li> <li>• Identified next steps</li> <li>• Peer marking in alternative colour once a week</li> <li>• Learning objective ticked if met</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps followed through</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Verbally through discussion</li> <li>• Written comments</li> <li>• Identified next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments</li> <li>• Identified next steps using language 'Good' &amp; 'Even Better If...'</li> <li>• Peer marking in alternative colour once a week</li> <li>• Learning objective ticked if met</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps using language 'Good' &amp; 'Even Better If...' followed through</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Verbally through discussion</li> <li>• Written comments</li> <li>• Identified next</li> </ul>	<ul style="list-style-type: none"> <li>• Written comments</li> <li>• Identified next steps using language 'Good' &amp; 'Even Better If...'</li> <li>• Writing checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Identified next steps using language 'Good' &amp; 'Even Better If...' followed</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment through thumbs up/down and challenge scale</li> </ul>



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	steps	<ul style="list-style-type: none"> <li>•Peer marking in alternative colour once a week</li> <li>•Learning objective ticked if met</li> </ul>	through	
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### Agreed symbols which are to be used when marking work in all subjects

<u>Symbol</u>	<u>Meaning</u>
S	'S' is used on a piece of work to show that the pupil has been supported through the activity
┌	Next step symbol shows the pupil what they need to do next to move their learning on. This might be a further question with a higher level of challenge, a question set in a different context, or a new fact to learn, use and apply.
LI	The learning intention can be show as a 'Can I ....' Statement or 'I am wondering....' This will be ticked if met and referred to in the marking.
○	In maths, where a pupil has miscalculated a circle will be drawn around the working.
<u>Underline</u>	Year 1 - 4 words that have been spelt incorrectly should be underlined, with the expectation that child will find the correct spelling on a word mat/in a dictionary or practice the correct spelling given by the teacher.
• in margin	Year 5 - 6 indicates a work has been spelt incorrectly on that line, with the expectation that the child will find the correct spelling on a word mat/in a dictionary
VF	Verbal feedback will be noted on the pupils work to show where dialogue has taken place between the teacher and the pupil. A brief summary may be given.



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