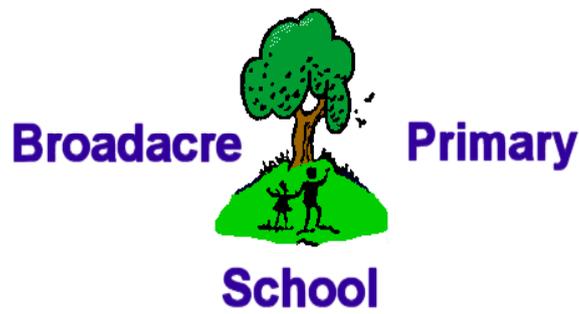


Broadacre Primary School



Marking and Feedback Policy

Autumn 2012

Introduction

This policy reflects the marking techniques and feedback practices used in our school. It reflects the consensus of opinion of the staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of the Headteacher, SLT and all staff.

Aims

- To give praise and encouragement to all children. High self-esteem is a significant factor in being a successful learner.
- To contribute to the assessment of children's work and help teachers gain information for future planning.
- To provide a point of discussion with children as a means of identifying a positive way forward to improving their work.
- To involve children actively in the self assessment of their work through Assessment for Learning
- To ensure that staff have high expectations of children's work and that children understand what is expected of them.

Entitlement

- All children are entitled to have a clear and consistent style of marking applied to their work.
- Children should expect to have all their work marked within a reasonable amount of time.
- Children should have verbal or written feedback in a form they can understand and read.
- Children should be able to act upon advice given to further improve the standard of their work.

Marking and Feedback

- Marking is an ongoing part of assessment and should be seen as a valuable assessment opportunity.
- Feedback and marking should reflect the learning objective of the lesson, highlighting the successes and improvement needed.
- All marking will be consistent with the child's ability to understand.
- All marking is dependent upon the confidence of the child to take on board advice. Not all errors may be corrected.
- Written comments must always be made.
- It is not possible to do a detailed mark for every piece of work, but detailed marking must be carried out regularly and must contain three things
 1. Praise
 2. Reference to the learning objective. Has it been exceeded, achieved or not achieved.
 3. A way forward should be offered.
- These written comments should form the basis of a discussion between the teacher and child. Younger children who may not be able to read the written comments must have verbal feedback.
- Teachers must model good handwriting and therefore comments must be written in the school's agreed form of handwriting. Teachers must use words and phrases that children can read and understand.

- For younger children, or for children with EAL or SEN, work should be marked in their presence, allowing the teacher to make clear the targets for improvement and to rectify any misconceptions.
- Work should be marked in a colour that can be noticed by the children.
- Maths work will be marked using a tick, a cross to indicate an error and a c to denote a correction. Where many mistakes are made a constructive comment will be made rather than a series of crosses. For older children all basic errors of spelling and punctuation will be corrected. Spelling errors are identified by writing sp in the margin and a line underneath the miss-spelt word. Circles are used to identify incorrect punctuation. The correct spelling of words will be written at the bottom of the page by teachers during marking.
- Correction time will be an important part of lessons to enable children to read the marking comments and act upon them. Corrections will be done underneath the work. Correct spellings will be written three times and sums will be redone.
- Children should be encouraged to look at their work themselves and assess it. Peer assessment is very important in helping children learn to evaluate and improve their work. This may be done individually or with a response partner. There are many techniques that can be used, such as three stars and a wish to identify three positive things and one way forward. There are occasions when children may mark their own work or someone else's, such as a time tables test.
- A marking key will be displayed in all classrooms.
- Children's individual targets and "can do" statements will be displayed in literacy, numeracy, reading books and topic books.
- Good work and effort is recognised by the use of motivational rewards, such as house points and stickers.

Inclusion

For some pupils, who may have difficulty working with this policy, the teachers have the discretion to alter and adapt these practices.

Marking Key

L.Obj achieved	To show that the pupil has achieved their differentiated learning objective
L.Obj not achieved	To show that the pupil has not achieved their differentiated learning objective
WF	To show the child what they need to next time or during correction time.
FS	To ask the child to put in full stops
CL	To ask the child to put in capital letters
SP	To ask the child to check/change spellings
	To ask the child to leave spaces between words next time
C	Correction

Policy Review

This policy will be reviewed in the Autumn term 2013.