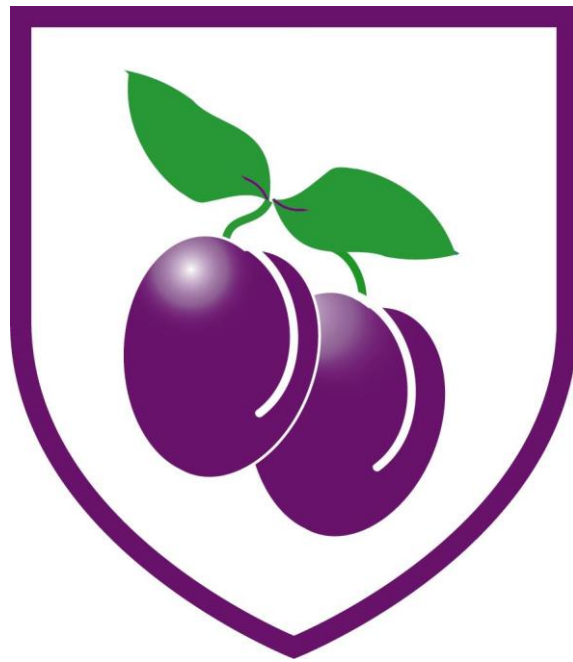


Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



Marking and Feedback Policy

At Plumcroft, we believe that all work produced by the children must be acknowledged as soon as possible after its completion, as this shows how much we value the efforts that have gone into the piece of work and the achievements that have been made.

Marking forms an essential part of the triangulation process. Without assessing work, teaching staff cannot formulate plans to impact on learning. Teaching staff are expected to assess work based on identified Learning Intentions and Success Criteria, set out in daily and weekly planning and derived from National Curriculum objectives.

Assessment takes many forms and may not always be written. However, when written feedback is provided, it should be developmental and supportive, taking into account the individual needs of each learner.

Teaching staff meet regularly to look in depth at the quality of work produced, moderate marking and evaluate learning activities. INSET is then planned from identified areas for development.

Aims of marking and feedback:

- To develop children's self-esteem and motivate them by showing them how much we value their effort and achievement
- To evaluate the success of learning opportunities
- To identify areas for development in order for children to achieve their individual and group targets
- To provide an assessment record of children's achievement and progress towards targets, informing planning for the next steps in the learning process

Teaching staff will:

- acknowledge all work produced
- have high expectations of work produced in all subjects
- mark to the LI on MOST occasions
- provide occasional (approx. 1 in 5) detailed marking, referencing success criteria
- detail achievements and next steps (suggestions for improvements e.g. 'Even better if' and 'Next, try...')
- provide positive feedback on MOST occasions (any other feedback must STATE the problem and what the teacher wants done to see improvements)
- use questions to extend and assess the children
- model neat presentation to the children

Pupils will be expected to:

- write the date and LI for all pieces of work
- present all work neatly (no scribbling)
- choose an appropriate writing tool to complete their task
- use pencil for all drawings
- answer teachers questions, completing any editing work necessary
- respond to teachers feedback
- amend any mistakes with a neat line through their work and a correction nearby

CODES:

GR = Guided Reading

GW = Group work

/ = New line

// = New paragraph

I = Independent work

CT = Teacher support

TA = TA support

PW = Paired work

VF = Verbal feedback given (shared 1:1 with the child)

T = Target identified

ST = Work completed with a supply teacher

SP = Spelling to be corrected **The teacher may also choose to highlight or underline the errors*

SPL = Spelling to be learned (*This may be a high frequency word that should have been written correctly*)

2HP = 2 house points

* * W = 2 positive things about the piece of work and one wish to work on

○ = punctuation error or omission

CL = Capital letter

FS = Full stop

^ = omission of a word

✓ = Good idea/good sentence/good word/good use of punctuation

✓ ✓ = Great idea/great sentence/great word/great use of punctuation

Grammatical errors will have { } around the section that needs improving and an explanation of what is incorrect e.g. 'you have changed from past to present tense'

NOTES:

*Expectation of spelling is different for every child. Unless it is a 'spelling lesson', it would be unnecessary to draw attention to EVERY spelling error. This is down to the teacher's discretion and the needs of that child. Generally, the teacher will identify spelling errors that the individual child is not expected to make (these may be high frequency words, common spelling patterns or subject specific words that are displayed around the room). The teacher may correct the first spelling error and then expect the child to correct the rest of the errors (for the same word). Children will also be taught different ways to correct spellings themselves (dictionaries, ipads, the classroom environment). Children with dyslexia should be primarily assessed on the basis of their knowledge, rather than poor spelling.

