Marking and Feedback Policy

Spring 2017

Summary

This policy outlines the marking and feedback procedures for Fieldhead Carr Primary School for classes from Year 1 to Year 6.

Recommendation

Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed annually.

Author's Role	Headteacher
Date	Spring 2017
Internal review date	Spring 2018
Official Review date	As changes

FIELDHEAD CARR PRIMARY SCHOOL
MARKING AND FEEDBACK POLICY

Aims and Objectives

At Fieldhead Carr Primary School the aims of marking and feedback are:

- to provide constructive feedback to enable pupils to make progress
- to offer encouragement, acknowledging pupils' efforts and achievements
- to correct mistakes and give suggestions for improving learning
- to assess progress and inform future planning

Procedures

See Appendix 1 – Marking Expectations

Adult Written Feedback

Successes in a child's learning are identified by the use of the **'Golden pen of Goodness and Greatness'**.
E.g. In Literacy, this may be used to underline areas of success linked to the success criteria.
In Maths, where a child has shown particularly good understanding the gold pen may be used to tick or circle.
In Creative Curriculum areas, the gold pen may be used to underline or circle where a child has shown particularly good understanding.

Children are expected to be able to reflect on their learning in the context of the success criteria, in order to identify why that area has been celebrated. This should be done in gold pen.

Written feedback will be given in green pen and should be received by each child at least once each week in Reading and Writing sessions and in Maths. This may come in the form of a **Challenge or Consolidation** task. Mastery/Depth tasks in reading or maths, may be given on a marking stickers, which are derived from reading or maths skills that the children can hone for depth. In writing, the children use 'T – Time' (see Appendix 2 – T Time) to up level their work.

Pupils will be expected to use the **'Powerful Purple Pen of Progress'** to respond to their feedback. This could be in the lesson or afterwards where appropriate.

Teachers 'light touch' mark the children's purple pen responses.

Verbal feedback may be given. Pupils will use the 'Purple pen of Progress' to act upon the verbal feedback.

Communication with Parents

It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our marking policy to parents when appropriate.

Monitoring and Evaluation

We share best practice in feedback and marking and ensure that its main function is to support learning. Implementation of this policy will be monitored and evaluated through book scrutiny, learning walks, lesson observations and pupil voice.

FIELDHEAD CARR PRIMARY SCHOOL

Appendix 1 - Marking Expectations

<table>
<tr><th>Marking:</th><th>Explained:</th><th>Frequency</th></tr>
<tr><td>Teacher pen colour</td><td>Green for Improvement… Gold for Great!</td><td>Daily</td></tr>
<tr><td>Child pen colour</td><td>Purple</td><td>Daily</td></tr>
<tr><td>You have achieved the LT</td><td>
<table>
<tr><td colspan="4">LT: To write a recount</td><td colspan="3">Date: 8.9.16</td></tr>
<tr><td colspan="4">I P G A</td><td>Pr1 Pr2 Pr3</td><td>Teacher</td><td>Self</td><td>Peer</td></tr>
<tr><td colspan="4">Use time connectives and write in chronological order</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Include where when who what</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Write in the past tense</td><td></td><td></td><td></td></tr>
</table>
</td><td>Daily</td></tr>
<tr><td>We will revisit this LT</td><td>
<table>
<tr><td colspan="4">LT: To write a recount</td><td colspan="3">Date: 8.9.16</td></tr>
<tr><td colspan="4">I P G A</td><td>Pr1 Pr2 Pr3</td><td>Teacher</td><td>Self</td><td>Peer</td></tr>
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<tr><td colspan="4">Write in the past tense</td><td></td><td></td><td></td></tr>
</table>
</td><td>Daily</td></tr>
<tr><td>Level of support codes:</td><td>I P G A

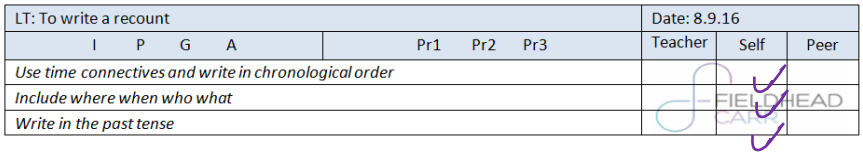
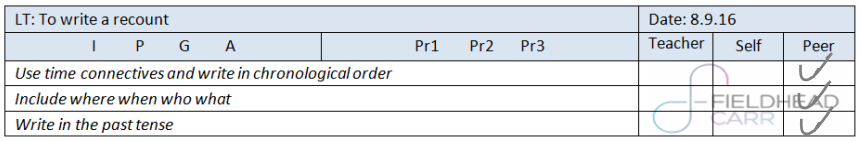
Independent Partner Group Adult Support</td><td>Daily</td></tr>
<tr><td>Correct answer

Tick and/or learning target met sections underlined</td><td> </td><td>Daily</td></tr>
<tr><td>Incorrect answer</td><td> </td><td>Daily</td></tr>
<tr><td>Presentation</td><td>Pr1 Pr2 Pr3

Needs work Ok Great</td><td>Daily</td></tr>
<tr><td>Housekeeping codes</td><td>^

Missing word</td><td>// _____

New paragraph</td><td>See T Time codes</td><td>Where appropriate (after the ‘draft/redraft’ lesson)</td></tr>
</table>

Next Step or Scaffold Question	Purposeful and Relevant – **FOCUSSED AND DIAGNOSTIC** – written in green or a stuck in activity in the lesson or after to check the learning the next day Pupil responds in purple, teacher ticks if correct in gold	Where appropriate
Verbal Feedback	Reflective pupil comment or correction in purple in response	Where appropriate
Self assessment **(purple pen)**		Daily
Peer assessment **(pencil)**		Where appropriate
T-Time	See back of this handout for T-Time codes	Where appropriate
Self Assesment Baskets	1 ticked SC = Red 2 ticked SC = Yellow 3 ticked SC = Green *At minimum, 'Red basket' becomes a Same Day Intervention in the afternoon with TA* *This work is to be completed in purple in books or in the maths jotter and annotated SDI, pupils must then re self assess*	Daily

Appendix 2 – T Time Codes

T1: Say your sentence out loud

T2: Sound out to spell

T3: Finger spaces

T4: Capital letters

T5: Full stops

T6: Re-read your work. Sense check

T7: Conjunctions

T8: Spellings

T9: Handwriting: letter formation, joinings

T10: Presentation: date in correct place, margins, underlining etc.

T11: Adjectives

T12: Punctuation: question marks, exclamation marks

T13: Punctuation: apostrophes, commas

T14: Synonym swap

T15: Sentence openers

T16: Punctuation: speech (direct, indirect)

T17: Organisational devices: paragraphs. headings. sub-headings.

T18: Prepositions

T19: Fronted Adverbials

T20: Paragraph linking

T21: Sentence types: relative clauses, modal verbs

T22: Punctuation: inverted commas, brackets, dashes, parenthesis, colon, semi- colon

T23: Formal/ Informal