

East Tilbury Primary School & Nursery



Marking and Feedback Policy

Date Reviewed: September 2017

Next Review Date: July 2019

Feedback which impacts on future teaching and learning has been proven to have the greatest impact on attainment and achievement in schools (Sutton Trust). The purpose of marking is to show that work is being monitored and valued, and to provide feedback and guidance regarding progression in the child's learning.

The *Ofsted* judgement on the quality of teaching must take account of evidence of pupils' learning and progress and inspectors must consider;

- How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning
- The extent to which the pace and depth of learning are maximised as a result of teachers monitoring of learning during lessons and any consequent actions in response to pupils feedback

In order to ensure that school procedures are effective yet manageable and also provide consistency between our schools we have reviewed the agreed way we mark children's work and what their feedback will look like.

- Marking will be completed by staff in GREEN (in line with the handwriting policy for your own presentation)
- Pupils will edit and respond in PURPLE pens, except in maths, where pupils will respond in ordinary pencil.
- Date and objective (to support self-assessment) will be recorded on work in KS1 and KS2
- Pupils will self-assess using smiley faces and sometimes against success criteria
- Pupils are expected to edit their work prior to teacher marking, as appropriate to the age range.
- A piece of work for English and mathematics marked comprehensively with next steps (maximum 1 next step- achievable in the next lesson) indicated once a fortnight
- Peer next steps are given once a fortnight in KS2
- For English, work will be close-marked at the end of a unit of work. At this time green highlight will be used for when pupils meet objectives/target (highlight objective/target)
- Editing and response time will be timetabled; this may change weekly
- Pupil responses will be acknowledged

EYFS

- All feedback is given verbally
- Supported, peer and independent stamps are used to indicate level of support given

Key Stages One and Two Pupil Self-assessment

Smiley faces – at the end of the lesson pupils draw face next to the objective,

Key Stage One pupils use the circle provided next to their printed WALT.



Understood



Unsure

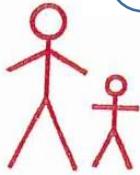


Do not understand

Marking Code – EYFS and Key Stage 1



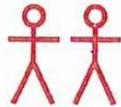
S or orange dot = incorrect spelling



= Class Teacher/LSA guided group



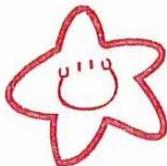
= Independent Learning



= Peer work



= Neat handwriting/work



= Learning objective met



= Verbal feedback



= Next steps



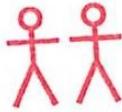
Marking Code – Key Stage 2



= Class Teacher/LSA guided group



= Independent learning



= Peer work



= Neat handwriting/work



= Learning objective met



= Verbal feedback

S or orange dot = incorrect spelling

G = incorrect grammar



= Next steps

