

MARKING & FEEDBACK STATEMENT OF PRACTICE



At Childer Thornton, our aim is for all children to make good or better progress and to develop a positive attitude to learning. Consistent and effective marking or feedback plays a significant role in achieving this aim and in raising achievement. Commitment to this shared practice is crucial for the success of our children and in raising standards throughout the school. There must be clear evidence in pupil books that work is improving over time due to consistent and regular high quality marking and feedback.

All teaching staff have agreed to implement the following actions in order to improve pupil outcomes through effective marking and feedback:

- All work must be marked, in the vast majority of instances, before the next lesson. There should be a good balance of some detailed & some briefer comments, dependent on the piece of work.
- All marking and feedback by any member of staff, must be monitored by the class teacher.
- Marking should be informative, constructive and where appropriate include next steps
- Specific 'fix-it' time (correction, improvements, re-drafting, additions) must be given so that children have time to read, reflect and respond to marking where appropriate.
- Children will respond to marking using 'green pen'.
- All adults will use a blue pen when marking.
- Individual marking codes are to be used for each class and these must be displayed visibly so that they are clearly understood by the children.
- Children must be made aware of the learning objective of tasks and of the criteria against which their work will be marked/assessed. Therefore in all lessons staff must actively share with the children the objective of the lesson and the success criteria. Marking should then relate to the learning objective although there may be times when other areas of the task may also be responded to
- Instant verbal feedback is the most effective form of feedback to children. When verbal feedback has been used, the work does not need additional marking.
- Errors in basic non-negotiable skills in English across all areas of the curriculum (punctuation, spelling, grammar, presentation – appropriate to the ability of the child) must be addressed.
- Tickled Pink and Green for Growth is used for marking in KS1 as visual feedback and to highlight areas for improvement and positives



Types of Marking:

- Verbal feedback/dialogue with children
- Detailed written feedback
- Annotations using the marking code
- Examples of how to improve, modelled by the teacher.
- Symbols (eg faces, ticks) against the success criteria/marking ladder
- Pupil self-assessment
- Peer assessment

Marking in relation to Reading:

Parental comments in Home/School books should be acknowledged at least once a week by the class teacher's initials when reading records are checked for 'Strive for Five'. Progress in Guided Reading will be acknowledged at least once a week by the adult working with the child in their home/school reading diaries.

Marking in relation to Mathematics:

If an answer is correct a tick will be used to indicate this, if it is incorrect a dot will be used to indicate the mistake. When a child has made a mistake as part of a calculation, the first part of the mistake will be circled to enable children to see where they have gone wrong. During allocated 'fix-it' time children must not rub out or remove the original calculation but must rewrite it again. Where numbers are reversed this should be brought to the child's attention and additional time allocated for supported practice. For pupils who have a sound grasp of a mathematical concept and no corrections are required, an extension question or activity could be given either in the books or on whiteboards ('try the whiteboard challenge'). This should expand on the original objective for more able pupils.

Marking in relation to Science:

Acknowledgement marking of a tick will be used where scientific knowledge has formed the basis of the lesson. Marking be linked to the learning objective and success criteria.

Marking in relation to all other relevant subjects:

Detailed written comments are not always appropriate for other foundation subjects. 'I can' statements will be used for all foundation subjects and the marking will be against these statements. The same high expectations in basic skills (spellings, grammar, punctuation and handwriting) must be the same in all other areas of the curriculum as they are in literacy lessons.

Monitoring and Assessment:

Members of the Senior Leadership Team and Subject Leaders will conduct regular book scrutinies to monitor the implementation of this policy and its impact on raising standards.