



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Marking and Feedback Policy

May 2021

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Signature	
Date	11.5.2021

Our vision

Our core values are; **Nurture**, **Resilience**, **Respect**, **Inspiration**, which are at the heart of all we do. This is to ensure children leave Woolpit Primary Academy with a love of learning, as resilient individuals who are prepared for their futures. Our nurturing approach will ensure all pupils grow into well-rounded individuals with healthy minds. Children will leave our primary school as respectful members of the community; inspired to learn and motivated to achieve.

Rational

The development of this Feedback and Marking Policy ensures consistency of feedback across the school; it ensures that the learning and written work of each child is respected and is dealt with sensitively and positively. Through our structured system of feedback and marking, we are able to identify strengths and areas for development. Marking of written work is used as part of on-going formative assessment and serves to move the child on in his/her learning.

Children must understand what they are learning

How this is achieved:

- The learning objective is shared at the point where is best for the children.
- Success criteria will be shared or developed with the children.

This can be done in a number of ways such as:

- Sharing the success criteria that has been created to help them understand the steps to learning
- Creating success criteria after appropriate modelling from the teacher (for a new topic)
- Children correcting or reordering a success criteria
- Through seeing an end product and identifying success.

Role of the teacher

- To ensure that the marking policy is adhered as part of their day to day professional duty.
- To ensure progress is made by using appropriate developmental marking/feedback
- To build time into the daily lessons to enable the children to read and act upon comments made in books, either as a guided group or independently.
- To ensure next step marking is provided to children, in their books, at least once a week at for each subject and lighter marking for every other piece.

Forms of Marking

- Success and next steps to learning
- Verbal feedback
- Peer marking
- Self-marking against learning objective/success criteria

As a result of both verbal and written feedback pupils will:

- Understand what they have done well
- Be clear on how to improve their work
- Make visible signs of improvement

Success and Next Steps to Learning

- Next steps given will be against the learning objective
- Using a pink highlighter with a stair case symbol, the next steps are given to children at least once a week, in all subjects
- Areas for improvement will be highlighted in pink
- In green, highlight evidence of the success in children's work according to the learning objective alongside written next steps marking that is completed
- Children are to respond to all next steps written in their books in purple, either by guided by a teacher or independently
- Teacher marks in green pen
- Each lesson correct answers in maths will be indicated with a tick and a pink highlighter will dot the questions that need correcting

Verbal Feedback

This will be carried out between the child and the teacher during the lesson. To identify that verbal feedback has taken place, V should be written at the point where verbal feedback is given, not at the end of the piece of work.

Peer and self Marking

- To be completed regularly
- Peer marking and self-marking should support children evaluating their own or other children's work using the success criteria for the lesson and written in the peer's book.
- Adult and child, whose work it is, to respond to peer marking
- Peer or self marking to be completed in the actual work books, however, consideration will be made for some children to complete it on post-it notes, which will be stuck in to books.

Independent writing assessment marking

- End of year expectations will be stuck in books and highlighted for children to see
- Green highlighter used to highlight any assessment criteria that the child has achieved
- Next steps will be written under piece of work, using a stair case symbol, for them to consider in their next piece
- Teacher to give verbal feedback to the meaning of the next steps in order for child to fully understand it

Marking spellings

- The symbol 'SP' will be used to indicate where spelling need corrections. A maximum of three spellings per piece of work. Children to re-write these out in the margin three times.