


## Marking and Feedback Policy


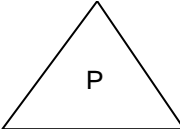
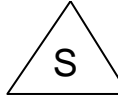
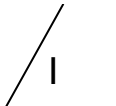
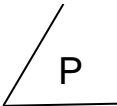
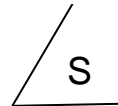
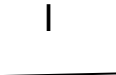
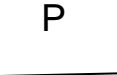
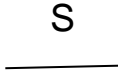
### Aims

We mark children's work in order to:

- Show we value their work and boost self esteem through praise and encouragement.
- Show where children have been successful and what their next steps are.
- To identify and address any misconceptions.
- To support teacher assessment and future lesson planning.

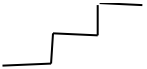





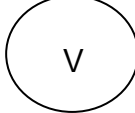
### Expectations

- All work must be marked before being returned to the pupil.
- All work must be marked neatly in a red pen.
- All comments must be clear and simple to ensure the child can read and understand them.
- Ensure positive comments are provided for the pupil (eg Well done, you have worked hard today.)
- If a child cannot read, a simple smiley face or sticker can be used to show a child that they have been successful.
- Include next steps (when appropriate and not on every piece of work) which address any misconceptions or move the child on with their learning. Please note: next steps can be verbally given and then marked with a V and a step sign 
- Allow time, at the start of the next lesson, for children to review the lesson's marking and complete any next step required.
- Indicate any errors with a red dot
- All work must be marked using one of the following triangular signs to help inform teacher assessment. (This must be written at the bottom of the child's work)

 Achieved L.I Independent work	 Achieved L.I Working with another pupil/s	 Achieved L.I Working with an adult
 Partly achieved L.I Independent work	 Partly achieved L.I Working with another pupil/s	 Partly achieved L.I Working with an adult
 Not achieved L.I Independent work	 Not achieved L.I Working with another pupil/s	 Not achieved L.I Working with an adult




## Misconception and next steps

These additional symbols are to be used to inform pupils how they can improve their work.

	Next step comments at the end of a piece of work to either ask children to make improvements or provide a short challenge question to move them on with their learning.		Add to children's writing to show them where they needed to start a new line/new paragraph
<u>SP</u> <u>Spelling error</u>	SP written next to the triangular signs and misspelled words are underlined for children to go back and correct. Children write the correct spelling above the misspelt word. (They don't rub it out!) (max 3 per piece of work). These words should be ones which you would expect that particular child to know.		Draw a single wavy line under a sentence which doesn't make sense. The child will then need to read it again and edit so that it is correct.
	To be used to show children where to add missing punctuation.		
	To be used to inform children where to add missing words.		
	Verbal feedback given in lesson to address any misconceptions. This is written at the top of the page with reminder to pupils as what was discussed  Eg  capital letters		

## Self assessment

Once a child has completed a piece of work, they can self-assess it by drawing a face to represent their understanding next to the LI. (There needs to be evidence of this in books every half term)

	I understood the learning today
	I understood some of the learning today but need some more help
	I didn't understand the learning today and need help.

## Peer assessment (Year 5 and 6)

Once a child has completed a piece of work, it can be assessed by another pupil. Children complete a short peer assessment statement which is then attached below that piece of work (There needs to be evidence of this in books every half term). These statement proformas can be found in the Policies folder in Dropbox.

## Presentation Expectations

- Children should take pride in their work. Encourage and praise neat handwriting and presentation.
- Any book work, of less than a page, is to be ruled off and the next lesson's work is commenced under that line (This is to save paper)

Book	Expectations
English/Topic	<p>Long date at the top of the page            LI to be written underneath the date            LI need to be skills, knowledge or understanding based  <i>eg LI: To use full stops correctly</i>            EYFS/KS1 – LI to be typed at the top of worksheet or written by an adult if child is unable to write it themselves.            KS2- Children write LI themselves if capable</p>
Maths	<p>Short date next to margin            LI written next to margin and underlined            LI need to be skills, knowledge or understanding based  <i>eg LI: To use column addition with exchange</i>            EYFS/KS1 – LI as above            KS2 – as above</p>
Thai	<p>Date to be written using Thai letters and numbers next to margin            LI written in Thai next to margin and underlined            EYFS/KS1 – LI as above</p>