



Houldsworth Valley Primary Academy

FEEDBACK AND MARKING POLICY

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Signed:

Chair of Governors

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1. INTRODUCTION

Effective feedback and marking is a key tool of formative assessment which is essential in improving and moving pupils forward towards desired learning outcomes. Effective feedback and marking focuses on success and improvement needs linked to learning intentions, success criteria and individual targets. This enables pupils to become effective learners and helping them to close the gap between current and desired performance.

2. AIMS

The aim of all feedback is that it becomes a two-way communication between the pupils and the teacher.

3. MARKING

Marking and feedback should:

- Be manageable for teachers.
- Be seen by all pupils as constructive.
- Be made throughout the lesson to reflect on learning.
- Provide a clear indication of ways forward and feedback whether verbal and/or written.
- Be meaningful.
- Relate to learning objectives, success criteria, or individual targets which have been shared with the pupils.
- Give pupils opportunities to become aware of and reflect on their learning.
- Give recognition and praise for achievements.
- Give clear strategies for improvement.
- Allow time for pupils to read, reflect and respond and make improvements.
- Give small targeted steps towards the learning objective.
- Respond to individual learning needs.
- Inform future planning.
- Be accessible to all pupils.
- Be used consistently throughout the school

3.1. Variety of methods used to give feedback.

- All classes use a green pen to record positive feedback in books relating to the Learning Intention (LI) or target where appropriate.
- All classes use a pink pen to record next steps.
- All learning must show some form or written response e.g. LI achieved, nearly, yes you can, beginning.
- All children should be given regular opportunities to respond to marking and edit/improve/redraft their learning. This is always completed in purple pen.
- Teachers will refer back to previous next steps when achieved.
- Close the gap marking is to be used regularly for instant impact when marking with children, this includes; reminder prompts, scaffolded prompts, example prompts. These encourage children to elaborate, extend, justify and edit texts as required.

- Redrafting will be used regularly to improve learning, for example re-write this sentence including an adjective.
- Books and Learning Journeys must show progress over time evidenced by marking and feedback.
- All teachers will communicate the LI to children who will then write it at the beginning of a piece of learning. From Year 2 onwards this will be underlined.
- The short date e.g. 27.01.17 is to be used for all Maths work and the long date for any English or cross-curricular learning.
- When verbal feedback is given, teachers will record this using the abbreviation VF and include a brief comment about what was discussed.
- Teachers may use the following stamps to support marking:
Teacher assisted work
TA assisted work
I work by myself (Independent work)
- Teaching Assistants (TA) will be deployed between 8.30am and 8.50am to work with individual children to target specific learning intentions as identified by the teacher. This will ensure expected or better progress. This is referred to as Golden Ticket Intervention.
- In the EYFS Learning Journeys are used to record observations of where the child is at, and to record their next steps.

3.1. The Marking of Spellings in Books

These steps will be used throughout the school.

Stage 1

Underline the incorrect spelling. Give them the spelling and get them to write it 3 times/correct on the line.

Stage 2

Put a code in the margin and underline the word spelt incorrectly. Teach the children to use resources such as a word mat, dictionary and displays to correct the word.

Stage 3

Put an 's' in the margin. Encourage the children to find the spelling that is incorrect on the line and to use the resources in stage 2 to correct themselves

Stage 4

Writing by the teacher at the end of a paragraph...there are 3 spellings to correct. Use resources to correct.