

Ashlands and Misterton Federation Feedback and Marking Policy

At Ashlands and Misterton Federation, every teacher understands the importance of feedback and marking and that they are important to the progress of our pupils. We want happy, successful and aspirational learners, who show respect for their own and others' work and are willing to take a risk and KNOW how to improve!

The purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

Agreed marking colours:

Green ink for 'This is great'

Orange for 'Look and Check'

Children edit their work in Purple Pen

Next Steps:

If appropriate, next steps will be written (drawn as a pair of steps in orange).

Next Steps will only feature if it:

- provokes future thinking
- it has impact on the child's learning
- the child can respond to it
- the child can read it
- time is given to respond.

In English, these will be used more frequently, especially during the writing stages of talk for writing to highlight the next steps in their writing. This may be marked as steps against the toolkit. In KS1 children will receive oral feedback by marking their work with the teacher or teaching assistant. Across KS1 and KS2 children will be given the chance to respond by editing their work in purple pen. In maths, next steps will be less frequent as feedback is more immediate and oral. Next Steps learning is used to inform the planning for the next day.

Rewards (linked to Behaviour Policy):

House points or Green Leaves can be awarded for good work or effort. An outstanding piece of learning may also be shown to the Headteacher / SLT and a Proud Wall certificate may be given.

We strongly believe that marking should:

- Have a purpose and have an impact on the child's learning
- Provide meaningful feedback to the child
- Highlight areas for development, improvement or correction thereby enabling the child to identify clear 'next steps'
- Record a child's progress related to learning objectives
- Inform future planning of lessons
- Be relevant and necessary
- Make the invisible visible: show evidence of action, making excellent practice visible
- Feedback can offer comments on effort and engagement with the process
- Where possible, verbal feedback (individual, group based, or to the whole class) will be given to children during the lesson as this has greater impact on the child's understanding of how they can improve.



Self-assessment: Children are encouraged to self-assess against the specific 'I can / know...' objective through the use of colour / face evidence (linked to light touch marking).

Editing: Before being formally marked by the teacher, children are encouraged to edit their own work using their handwriting pen or pencil. Errors should be neatly crossed through. Purple Pens will be used for editing following formal marking. Sufficient time and opportunity will be allowed for children to improve their own work, using purple pens in response to feedback as we believe this is vital for pupils to learn and make progress in their learning. This is a more common practice in KS2.

Peer-assessment: It can be helpful for children to assess the work of others in the class, this feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout the school. The child reviewer should initial any comments.



Types of marking:

As felt appropriate by the teacher marking will be: 'Light touch' marking will refer to the specific learning objective of the lesson. Coloured stickers or drawn faces will be used to show:

Green dot / smiley face – met learning objective

Yellow dot / straight face – not secure, needs more practice

Red dot / wobbly face – you need more support, let us help

In English, the above colours / faces will be used. Where toolkits are being used, main objective should be evident.

'Deep' marking will be carried out when it is considered necessary by the class teacher. Deep marking provides more detailed feedback for assessment purposes; this includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to any written marking, in order that the feedback provided has maximum impact on learning.'

Foundation Stage:

The purpose of marking in early years is to inform adults (school staff / parents) of how the children achieved on particular tasks and their next steps to help future learning. All pieces (adult-led or child-initiated) will be marked against the learning objectives in green with a smiley, straight or wobbly face and a written comment. All pieces, where appropriate, have next steps (in orange) stating something a child needs to practice. During child-initiated learning or in child-initiated tasks, written comments are sometimes recorded by adults for assessment purposes and verbal feedback will be given to children. At the end of the summer term, staff will begin to use the whole school marking symbols in preparation for KS1.

Ashlands and Misterton Federation Feedback and Marking Policy Appendix

<p>My teacher will use:</p> <p> Green = this is great</p> <p> Orange = look and check</p> <p>I will use:</p> <p> Purple pen = for checking, improving and marking my own work</p>	<p> "I really get this!"</p> <p>You have exceeded the lesson objective</p>	<p> "I get it!"</p> <p>You have achieved the lesson objective</p>	<p> "I need more practice"</p> <p>You have nearly achieved the lesson objective</p>	<p> "I need help"</p> <p>You need more support to achieve the lesson objective</p>	<p> "To improve I can..."</p> <p>Look out for next steps in your learning</p>
<p style="text-align: center;">  Marking at Ashlands and Misterton Federation Love of learning, love of life, love of one another "Life in all its fullness" John 10:10  </p> <p style="text-align: center;">We are happy, successful and aspirational learners, we show respect for our own and others' work and are willing to take a risk and KNOW how to improve!</p>					
<p>G (1:4) = Guided learning with adult:child ratio</p> <p>D = Discussed in class or group</p> <p>H = Help given</p> <p>P = Paired learning</p>	<p>Your teachers may use these time saving symbols</p>	<p>CL Capital letters</p>	<p> Joined handwriting</p>	<p> Missing punctuation</p>	<p>?  Check your work</p>
	<p> Finger spaces</p>	<p>// Paragraph needed</p>	<p>— Spelling correction</p>	<p>^ Missing word</p>	<p>✓✓ I love this!</p>

Marking Codes:

G (1:4) = Guided learning, this work is completed in an adult lead group. Ratio indicates number of children to adult.

D = Discussion or further teaching that has taken place, this could include children self-marking their work using purple pen at the same time.

H = Individual help given on a particular question.

P = Paired or partner learning / work.