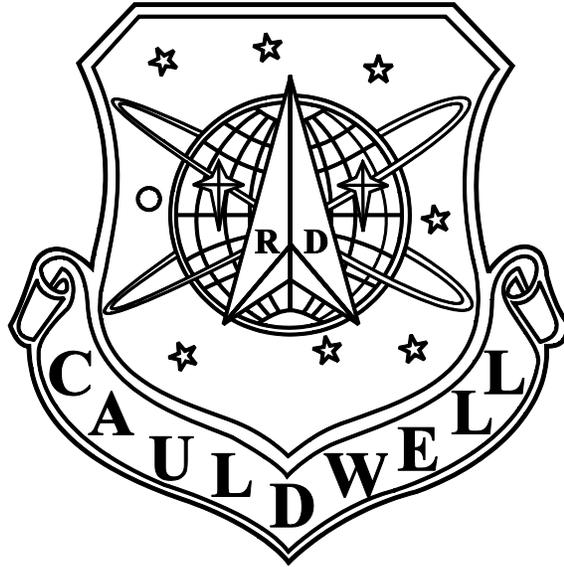


# Cauldwell School



<b>C031</b>	<b>Version 1</b>	<b>Marking and Feedback Policy</b>	
<b>Co-ordinator:</b>	Noreen Leonard		
<b>Link Governor:</b>	Jane Knapp		
<b>Approval:</b>	School Improvement Committee		
<b>Document Location:</b>	<ul style="list-style-type: none"><li>• Staff Handbook on VLE</li><li>• School website.</li></ul>		
<b>Review Frequency:</b>	Annual	<b>Review Date:</b>	Autumn Term 2019

# Marking and Feedback Policy

Marking and Feedback are an essential part of planning, assessment, teaching and learning and are based on clear learning objectives. Responding to pupils work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to a direct improvement in standards.

We believe that consistency in the approach to marking is a significant factor in our whole school effectiveness.

## **The Purpose of Marking**

- To identify, check and monitor pupil progress across the academic year
- To provide feedback and inform next steps in learning
- To take the pupils a step further by giving clear strategies for improvement
- To identify whether the learning intention has been achieved
- To promote higher standards
- To provide encouragement, motivation, support and to promote positive attitudes
- To allow pupils to reflect on their past performance and to set new targets together with the teacher
- To correct errors and clear up misunderstandings
- To inform future curriculum planning
- To enable children to support the progress of peers through peer assessment.
- To acknowledge and value pupil's efforts and achievements
- To engage in a dialogue with children about their work

## **Planning and Assessment**

Marking and Feedback informs planning and provides information for assessment. It is for the direct benefit and improvement of the children's work. Marking is, therefore, undertaken by the teacher to inform the child of the progress they are making and the targets they need to work towards.

## **Strategies**

- Summative feedback
- Formative feedback
- Oral feedback

## Agreed Methods

We have agreed to employ the following strategies when marking pupils work in line with OFSTED criteria:

- All work needs: dating and underlining (only handwriting and reading books need a written date).
- All written work in books needs a margin (work can then be marked in the margin).
- Children need encouragement to present work well, in line with the handwriting policy. Presentation expectations to be stuck in the front of books.
- All work to be marked clearly and neatly so that children can read them in BLUE pen- do **not** use any other colour pen.
- Marking needs to be diagnostic: what went well, even better if, comments, using blue stamper 1 x weekly in numeracy books and at the end of a writing unit (or additional appropriate time), in literacy books. Blue stamp is 'deeper marking' and This stamp may be used in other subjects if appropriate e.g: science
- Blue stamp comments must move the learning on and must provide children with a task to show their understanding of the learning objective.
- In-between blue stamp marking, it is appropriate to include other written comments to acknowledge any specific improvements not necessarily related to the learning objective eg: "You are using commas correctly now."
- Targets need to be at the back of each book on top each other, so that previous targets can be seen easily. They need ticking and dating when achieved.
- The learning objective should be clear on each piece of work, (see below for template)
- Plan 'Improve my work time' into lessons to allow pupils to review and edit their work, ideally within the next 1 or 2 school days. When children edit, they must use green pen provided by the school.
- A mark or grade may be given for spellings, tables or in a test type activity
- Particular errors made by individual pupils should be noted, as these will inform future planning. Common areas of difficulty will be the basis for a whole class lesson.
- Class work should show progression from the start of the year and comments from teachers should reflect this.
- For assessed pieces of work, teachers will annotate with the following:  
GDS: child is working at greater depth within the standard  
EXS: child is working at the expected standard  
WTS: child is working towards the expected standard  
PKG: child is working in the pre-key stage

## **Agreed Code**

In order to maintain a consistent approach to marking, the following marking abbreviations can also be used economically and appropriately in blue ink. Staff should ensure that the abbreviations have been introduced and explained to pupils before use and clearly displayed in class.

**Review:** consistency will be maintained through an annual review of the marking policy and by ½ termly moderation of marked work across all subjects by subject leaders and teams.

This policy should be read alongside the handwriting policy.

Reviewed: September 2018

## Marking Key

<b>SP</b>	Spelling Error
<b>I</b>	Work completed independently
<b>WS</b>	Work completed with support
<b>OF</b>	Oral feedback was given
<b>.</b>	Answer requires correction, but incorrect answer should not be rubbed out
<b>C</b>	Work was copied
<b>😊</b>	Effort made and appreciated
<b>ach</b>	Learning objective has been achieved
<b>S</b>	Marked by: supply/student teacher
<b>P</b>	Peer marked

Pupil	Teacher	<p>Monday 25th June 2018</p> 
		<p>WALT: Multiply numbers.</p>
		Use a ruler to draw the grid
		Partition the numbers and write them in
		Calculate the answers by multiplying
		Add the numbers to reach the final answer