

Trinity First School

*Living together in a caring community
Learning together to gain knowledge and grow in
wisdom*

*Being together with dignity
Believing in each other to inspire hope*

Flourishing Together

Marking and Feedback Policy 2018

1 **The Purpose**

1.1 Marking and feedback have three purposes that help children:

- To understand what they have done well
- To know their work is valued
- To understand ways they may improve their work and make progress.

2 **To help children understand how well they have done teachers:**

- 2.1 ...will plan lessons with a precise learning objective or key question so that it is clear what we are expecting and looking for in a piece of work.
- 2.2 ... will employ our 'circle, triangle and square' codes at the end of a piece of work, to inform children of their level of success. This code can be annotated by teachers using a range of letters to indicate the level of support given in the task. (see appendix 1)
- 2.3 ...may employ other positive markers such as stickers and smiley faces to reinforce success and recognize effort.
- 2.4 ...may write a comment to highlight any particularly effective aspects of the work.
- 2.5 ... may mark written work for content instead of grammatical accuracy, especially in RE where work is marked in the context of a response to a key question, or when the child involved has an identified literacy difficulty.

3 **To help children to improve their work teachers will:**

3.1 Use comments and symbols to guide children to ways of developing the quality of the work. These could take the form of an example, a next step, a reminder or a challenge

4 **To help improve their work children will:**

- 4.1 ... use the circle/square/triangle symbols in self-assessment of their work
- 4.2 ... revisit work and respond to feedback whenever appropriate and possible
- 4.3 ... be given opportunities to edit and re-draft written work (including 'polishing' work)
- 4.4 ... be given opportunities to engage in peer assessment

These strategies will be introduced in KS1 and children will be given regular opportunities to further develop their skills throughout KS2.

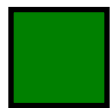
4 **Consistency**

- 4.1 The three purposes of feedback will be evident in all classes and subjects (written and oral).
- 4.2 There will be evidence of approaches outlined in points 2, 3 and 4 in all classes

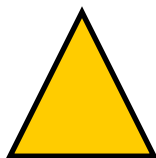
5 **Evaluation - Are there visible signs of progress as a result of feedback?**

- 5.1 Teachers should look for signs of progress and give children time in the following session to respond to feedback and act on it. Teachers will need to explore different strategies if marking does not lead to progress or is repetitive over an extended period.
- 5.2 Frequent work scrutiny and discussions with children will be undertaken by SMT members and governors to ensure feedback and marking are of a high quality throughout the school and have a positive impact on pupil progress.

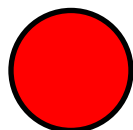
Marking Learning



I have seen your work and I know you have understood all of what we covered in this lesson.



I have seen your work and it shows that you have understood most of what we covered in the lesson.



I have seen your work, however I think you need some extra practice with this idea next time

A

This work was supported by an assistant

G

Guided work

I

This work was done independently

S

This work was 'scaffolded'

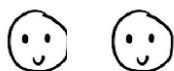
E.g. cubes, 100 square, writing frame etc

P

Children worked in pairs or small groups

VF

Verbal feedback was given



Marked together (peer marking)

