

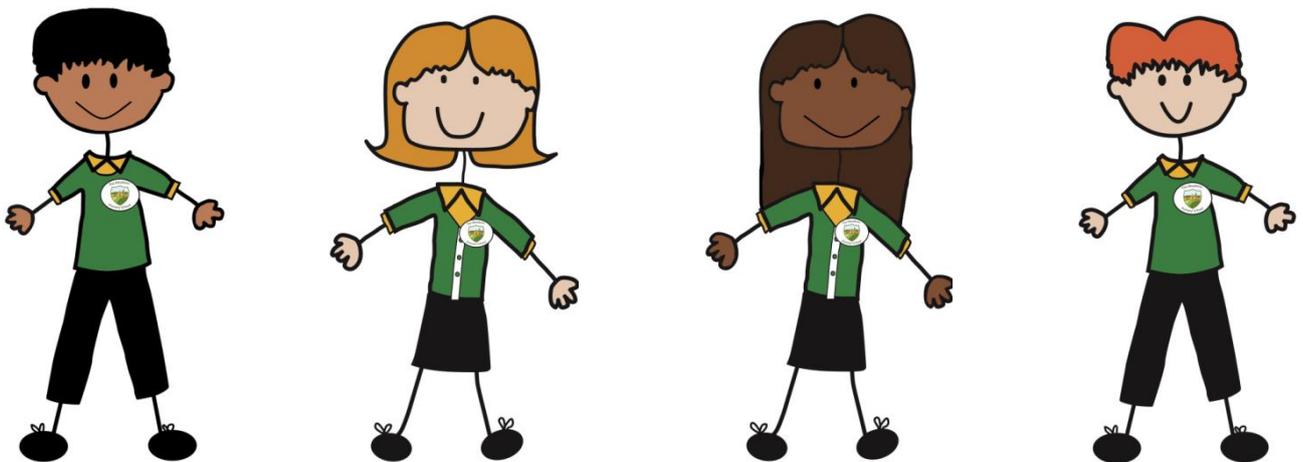


The Meadows

Primary School

'Learning by Caring and Sharing'

Marking and Feedback Policy



Date: November 21

The Purpose of Marking

Marking and feedback has three purposes namely, to help pupils:

1. Understanding what they have done well, or how they have been successful.
2. Understand how they can improve.
3. Make visible signs of improvement as a result of feedback.

To ensure pupils understand what they have done well, they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To enable all pupils to understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts (as appropriate) to help pupils understand. This may be done through comments, questions, discussion or diagrams that help pupils to understand.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Consistency Across the School

The three purposes of marking should be evident in all classes, in all subjects, through-out the school. However, approaches to marking may vary slightly.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Wherever possible, marking should be done at the point of learning. Corrections should be completed either at the point of marking, or on the following day.

Evaluation of Marking

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:	Ms H Bebbington	Date:	12/11/21
Chair of Governing Body:	<i>Ann Spilsbury</i>	Date:	12/11/21

Date of Review: November 2021

Appendix

All core and foundation subjects will use the Success Criteria below:

DATE		
I think	LH: Vocabulary: Supported	Teacher
	I can ...	
	I can ...	
	I can ...	
		

This indicates:

- The learning hook, which allows pupils to organise their knowledge, skills and understanding and recognise how their learning is accumulated throughout their time at The Meadows .
- The vocabulary the child will use during the course of the lesson (except in Reception).
- Their level of independence, in accordance with the depth of their learning and understanding.
- What the child needs to be able to do in order to be successful in their learning.
- A yellow hat comments (positive) written in green pen indicating how the child has been successful.
- A black hat comment (negatives) written in red pen so that the children know how they must improve (link the Secrets of Success). Such comments may: consolidate learning; bridge any gaps the pupil may have (thus identifying basic errors); and extend a child's understanding, nudging their learning on.
- Up to 3 spelling corrections will be given. The children must write out their spelling correction three times.

The teacher will indicate how successful a child has been in the lesson using a thumb stamp. This supports the use of the strategy 'thumbs up, thumbs middle, thumbs down' in which the pupil indicates how successful they think they have been in the lesson.

Please note that in Reception, the marking is a reflection of the verbal feedback that has been given by the teacher to the pupil.

Marking in Maths across both Key Stages

When marking Maths at both key stages, correct work is ticked and mistakes are identified by dots. The main error in a calculation is circled. Where a whole section is clearly wrong and misunderstood, a line or bracket is used and a comment is given, indicating the error or asking the child to see the teacher for an explanation. Particular emphasis should be placed upon the spelling of mathematical vocabulary. Correct number formation is actively encouraged across the school through the consistent use of corrections where necessary. Problem solving and reasoning will often be developed through the use of speech bubbles. This will provide challenge and a deepening of children's mathematical understanding.

Assessment for Learning

All pupils will be provided with the opportunity to reflect upon their learning - in particular, how successful they have been during the lesson.

In Key Stage 1 pupils will:

- Use traffic lights to indicate how successful they feel they have been.
- Tick their Success Criteria.

In Key Stage 2 pupils will:

- Tick their Success Criteria.
- Write a red and green comment reflecting upon how successful they have been in their learning.

Transition from Reception to Key Stage 1 (Summer Term)

To support the children with their transition into Y1, the teacher will give the pupil the opportunity to tick their own success criteria independently, indicating how successful they think they have been.

Transition from Reception to Key Stage 1 (Summer Term)

To support the Y2 children with their transition into Y3, the pupils will reflect on their learning and indicate how successful they have been writing a green and red comment.

