

MAENDY PRIMARY SCHOOL



MARKING AND FEEDBACK POLICY

September 2015

Next Review September 2016

Signed: _____
Chair of Governors

MARKING AND FEEDBACK POLICY

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

This policy will be:-

- Consistently applied by all staff.
- Clear in its purpose.
- Manageable
- Productive in its outcome.
- Informed by pupils' individual learning needs and previous assessment.

REASONS FOR MARKING

- To recognise, encourage and reward children's efforts and achievements, and celebrate success.
- To provide a dialogue between teacher and children and clear, appropriate feedback about strengths and weaknesses in their work.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop on awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum
- Marking should be positive, clear and appropriate in its purpose.
- Where appropriate marking/feedback is linked directly to learning targets and wilfs.
- It is the intention of all staff to give immediate feedback, therefore oral feedback is seen to be as important as written feedback.
- Written feedback should be
 - legible and clear in meaning
 - developmental, ie what the next learning step will be (target and wilf linked)
- Targets at the front of literacy, numeracy and science (KS2).

GENERAL STATEMENT

- Marking will be to wilfs and future targets will be written at the front of literacy and numeracy in FP and KS2 and science books in KS2.
- All work will be dated either by the pupil or the teacher.
- All work to be marked in red pen and initialed.

PUPIL PRESENTATION

- Dates - The date will be written in its full form for all subjects except numeracy, where the numerical form will be used, where appropriate and when able.
The date will be written on the top line.
- The WALT, will be written when able, from Year 3 upwards. A computer printed WALT will be given in Foundation Phase.
- WILFs to be written at the end of a task from Y4-6 using Dw i'n gallu...
- WILFs to be printed and stuck into books in FP and a double tick used when children have achieved the WILF independently.
- In years 2, 3 and 4 pencil will be used. In years 5, 6 they may use black biros.
- WILFs should be assessed in the plenary using traffic light system.

NUMERACY

- Marking will be to the WILFs.
- Accuracy in calculations needs to be encouraged at all times.
- Equal marking will be given to process and accuracy.
- Additional working out must be shown.

LITERACY

- Children's work is marked in relation to the WILFs.
- Two lines will be used to indicate a new paragraph. (See marking symbols in appendix)
- CL to be use to indicate capital letters
- The marking of spelling will be linked to the focused spelling pattern. SP to be used when appropriate and no more than 3 spellings to be corrected at one time.
- Target on individual IEP's may be used and obsessed during marking.

CLOSE THE GAP MARKING

- All teachers will be trained in using Close the Gap marking strategy.
- Double ticks will be used for good work.
- Encouraging and positive comments will be used using 2 stars.
- Children will respond to the teacher's comments/questions in their books.
- Close the Gap Marking will indicate
 - (i) What they have done right with a double tick and stars.
 - (ii) What they need to do to improve with a wish.
 - (iii) Children will complete wishes with purple pencil in FP and Purple pen in KS2
 - (iv) Focused close the Gap Marking will be done in groups to make the task manageable.
- Oral comments will be used as feedback.

PURPLE PEN OF PROGRESS

- Purple pen of progress to be used by all children when answering wishes.
- Purple pen of progress can be used when editing own or others work-Self and peer editing and assessment.

INDEPENDENCY IN WRITTEN WORK

- The use of I and TS will indicate the amount of support a child needed for tasks (see marking symbols).
- GW will be used where children were involved in working as a group. I may be needed where a child took a lead in the group work (see marking symbols).

MARKING SYMBOLS

- Marking symbols to be displayed in every classroom to ensure consistency in marking where supply teachers cover classes.
- Marking symbols to be visible in classrooms for children to refer to when receiving feedback on marking.

MARKING SYMBOLS



- Work is correct and Wilf has been met independently



- 2 stars- Positive comments relating to Wilf



- Wish- extends learning and next steps

I

- Independent work

TS

- Teacher Support

GW

- Group Work

||

- New Paragraph

CL

- Capital Letter

Sp

- Spellings