

# LORD DERAMORE'S PRIMARY SCHOOL

## Feedback and Marking Policy

### For Early Years, Key Stage 1 and Key Stage 2

#### Introduction

At Lord Deramore's School we understand that children's motivation and self-esteem are central considerations when providing them with feedback. We aim to maintain a positive ethos, where children are helped to understand that making mistakes is a natural part of the learning process. We believe that the key purpose of feedback is to help children to move on in their learning. We seek to use marking as a tool to gain evidence about individual children, which informs the teacher and the child of strengths and next steps in learning. We believe the most effective feedback is that given 'in the moment'. We actively promote 'Assessment for Learning' philosophies and procedures in all areas of the curriculum.

We aim to improve learning by:

- Providing regular and effective feedback to children.
- Actively involving children in their own assessment and learning.
- Using assessment to inform future planning (see assessment policy).

#### Aims

- To have a consistent, manageable and effective approach to feedback and marking throughout our school.
- To work in partnership with the children to develop their learning.

#### Guidelines

- Children will be given verbal feedback, whenever possible, during the session, to follow up and support learning in a teaching session.
- There will be some verbal feedback, some in-depth and some light touch marking.
- Children will sometimes mark their own work or that of their peers, within given guidelines.
- Children will be encouraged to check, re-read and improve their own work. Improvements and corrections will be done in green pen.
- Adults will mark work in red pen. **Green** and **Orange** highlighter pens will be used to evidence aspects of **correct/good examples of work** and **areas for improvement/incorrect work**.
- In all areas, marking focuses on a small number of priorities linked to the learning intention/s and success criteria. However, this is not exclusive, so other areas may be marked / commented upon too, as the teacher feels appropriate.
- In-depth marking will identify what the children have done well and it will be explicit in guiding them as to what to do next to develop their learning. Any written feedback will be worded in a way that is understood by the child.
- Adult's writing should be clear for the children to read and follow the school's handwriting policy.
- Children are given opportunities to respond to marking and feedback.
- Throughout school, in-depth written marking will follow a 'star and step' approach:
  - ★ The star will focus on what the child has done well (linked to the learning intentions and success criteria, and/or the child's specific targets)
  - The steps will focus on the child's next steps in learning. This may be an area for improvement/reflection or a question to answer, developing the child's learning. (stickers may also be used in addition to written/verbal feedback.)

The following system for marking written work is gradually introduced into Key Stage 1 as the teacher feels appropriate to the individual child and fully implemented by the summer term of Year 2. (It may not be appropriate for children with specific SEND.)

- There are usually no more than three spelling mistakes (KS1) and six spelling mistakes(KS2) identified - appropriate to the child's spelling level. Children will correct them using the look, say, cover, write, check method.
- ^ indicates omission.
- // indicates start a new line or paragraph.
- / splits two words which have been written as one.
- wiggly line under a grammatical error e.g. would of instead of would have.



Approved by Curriculum Committee

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