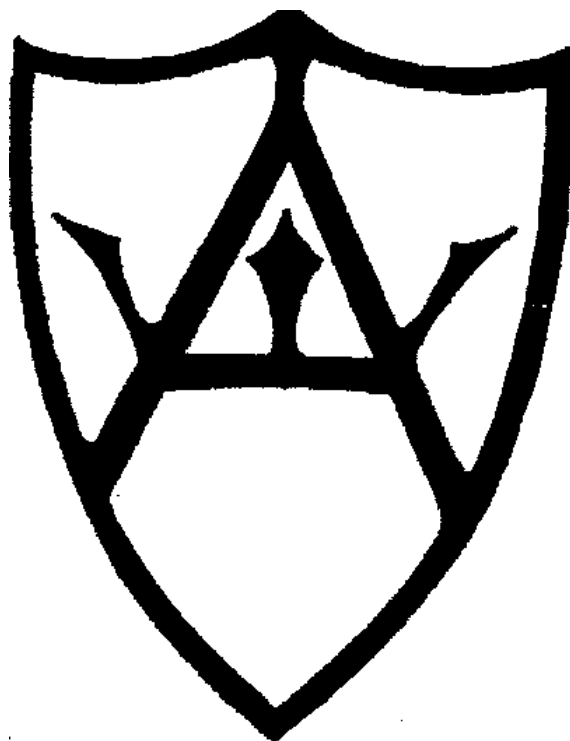


Alfriston School



Feedback & Marking Policy

Reviewed & updated with class teachers:
June 2021

The staff at Alfriston School believe that:

- **Marking should always be related to what children are learning to do (the learning intention and the success ladder).**
- **Marking should show children clearly how well they are doing and what learning they are to do, and how they could do better ('be constructive').**
- **Marking should encourage children to want to learn, to want to do better, and to set targets for themselves ('be positive').**
- **Marking should help children know and recognise the purpose of the success criteria or success ladder.**
- **Marking should be related to how an individual child learns.**
- **Marking should help the teacher to evaluate past teaching, plan future teaching, and set or revise targets.**
- **Children should understand and take part in assessment and marking/feedback.**
- **Marking should also regularly set standards for such matters as literacy (including spelling) and the layout and presentation of written work (non-negotiables).**
- **We learn in different ways – by seeing, by hearing, by doing, by intuition, by repetition and each individual (including teachers) has her or his own approaches to learning. Marking should help children to use the ways that suit them as well as expanding their repertoire of ways to learn.**

We should always aim to make a positive response to a child's work. It is important that children's efforts are acknowledged and praised. This gives them the confidence to experiment and move on. It is also important that children know when something is incorrect and that there is zero tolerance for carelessness and low standards.

It is an expectation that all writing is of a high standard, regardless of whether it is during an 'English' lesson or not.

All work should be acknowledged. This may be verbally, for example 'hot marking', using written feedback or with stamps, stickers, etc. Where appropriate, written work should be marked in detail with point/s done well (up to 2 Stars) and point for improvement (one wish).

Marking will include what support was provided or whether the work was guided (shown by an 'AS' in a circle, meaning 'Adult Support'). Independent work may be marked with an 'I' in a circle.

For all work

1. All teachers use green pen.
2. All HLTAs, TAs and INAs use purple pen.
3. All work is marked to the learning intention and success criteria or ladder or individual 'next step' targets.
4. Feedback that relates to the child's target will be acknowledged.
5. Hot marking is the 'eyes over the shoulder' technique where a teacher or additional adult circulates and marks/ feeds back as the child works and the child corrects or improves their work as a result.
6. Children should be given time to review marking and correct mistakes which are marked or discussed, and time to action any 'Wish'.
7. Reward stickers and printed stamps may be used as a means of encouragement to indicate effort and/or achievement.

Work involving writing

Positive comments may be represented by a 'Star'.

Areas of development/target may be represented by a 'Wish'.

1. Use:

sp in the margin and underline the word/part of a word to show which part of a word has been misspelt.

p in the margin and circle the correct part of the sentence to indicate a punctuation error

? in the margin and underline/mark alongside the appropriate area using a wavy line to indicate some of what has been written does not make sense and should be translated.

// new paragraph

2. For most children the following marking of written work would be appropriate:

Reception Class – Emergent writing should be actively encouraged.

Marking of such work should take the form of suggested improvements to work ("next steps") through discussion.

For all other classes, written work should be marked on the basis of if they can, they must. All errors which are due to carelessness rather than lack of knowledge should be marked as such and children asked to self-correct.

Maths

Work may be ticked or stamped, errors are pointed out as appropriate, for example, underlined, circled or a question mark.

Pupil Response

Marking should be a learning process so children should always be given time and expected to correct and improve their work in response to marking and this response should be checked by the teacher.

In KS1, the class teacher and TA use a system whereby once the teacher has marked the children's work, if it's deemed necessary to feedback to a child in more depth, a specific time is planned as soon after the work and marking has been done in order to discuss any misconceptions and/or next steps.

Pupil marking

Pupils may mark their own or others' work, but if they do so such marking should be checked by the teacher/HLTA and an appropriate annotation included to show it has been 'peer assessed'. Children may use a pink pen (KS2) for peer review. In KS1 many peer marking opportunities will happen during the lesson, for example in the plenary.

Alfriston School Marking & Feedback Code

sp	In the margin and with the correct spelling of the word alongside. Misspelt word underlined.
P (KS2)	In the margin and circle the appropriate part of the sentence to indicate a punctuation error
?	In the margin and underline/mark alongside the appropriate area using a wavy line to indicate some of what has been written does not make sense and should be translated
// (KS2)	new paragraph
'AS' in a circle	Adult Support
VF	Verbal Feedback
'I' in a circle	Independent
*	Star, showing positive feedback
'W' or 'Wish'	Showing feedback to show an area for development
'T' in a circle	Target