



*Edleston Primary School
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Marking and Feedback Policy

*'The most powerful single moderator that enhances achievement is feedback'
John Hattie*

*'...the impact of feedback is 124 times more cost effective than reducing class sizes'
Higgins/Sutton Trust Report*

At Edleston, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Edleston Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

Verbal Feedback

Verbal feedback and dialogue happens every day in every classroom. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. This will be indicated by VF on the work.

We use signs and symbols which allow staff to quickly and effectively mark pupils' work during the school day. Written feedback is now only given by staff if they have worked with that child in the lesson and they do so there and then. Our marking system ultimately ensures that feedback to children is instant and has impact.

The teacher and TA will compile a summary [for English and maths] highlighting specific actions they will take in future lessons [such as interventions, changing a group, providing more challenging work]. This can be a tick list, or in any format the teacher wishes to use.

The pupils are allocated Dedicated Improvement Time (DIT) built in during the day / week to take on board feedback and respond to it. This may be through editing their work or by answering a teacher question. Staff will use this time to check pupils work and understanding. Pupils will use a purple response pen to show their corrections.

Marking is to advance pupil progress and outcomes. Pupils will be taught and encouraged to check their own work by understanding the TLLI [todays lessons learning is], which will be presented in an age appropriate way so each pupil can complete their work to the highest standard.

Teacher Assessment

MATHEMATICS

ES

All maths will be marked by a member of staff with either a pink tick if it is correct or a green dot to indicate that the answer is incorrect. If a child has a clear understanding and knowledge of a mathematical concept the "got it" stamp will be used.

KS1 and KS2

For those children working below Y2 expectations a weekly overview of the TLLI's will be recorded by the staff.

Pupils working at Y2 expectations and above will record the TLLI [todays lessons learning is]. All work will be marked with either a pink tick or, if incorrect, a green dot. If all the work is correct a tick at the end indicates that all the calculations are correct. The member of staff will indicate if the child needed high, medium support or worked independently. This will be shown by an H, M or I. If a child needs H support initially, then M support, this will be shown by using the appropriate letters. Next steps will not be used in mathematics as this will be clear

in the management plans. If a child needs to have an intervention, "Int" will be written in the margin in green and will be ticked in pink when the intervention has taken place.

At Y2 and KS2 pupils are given opportunities to peer and self mark, where closed tasks are used.

All Maths work should be marked right or wrong (using ticks in pink and dots in green) but without correcting the answers. Pupils should then go back and check their work and correct it. In the case where pupils have got numerous questions wrong, the feedback should reflect where they are going wrong and suggest a way forward. This is usually through an intervention.

ENGLISH

ES

RWI books; spellings will be marked with a pink pen if correct and corrected in green at the staff's discretion depending upon the attainment of the child [ie if an individual child should be able to spell a word this will be corrected]

KS1

RWI

For those children working on RWI, spellings will be marked with a pink pen and individual errors will be addressed in green at the staffs' discretion depending upon the attainment of the child. Work will be marked HMI as indicated above. Next steps will not be recorded as this is clear in the RWI scheme. The TLLI will not be recorded.

English

Written feedback will be given only if a member of staff have worked with that group. This will be done with the children, for instant feedback. Next steps will be given, where appropriate to move the learning on and will relate to the Y1 and Y2 curriculum and where the child is in terms of emerging, expected, exceeding, ie an expected Y1 child would have a green next step of using a capital letter for the pronoun I in the summer term when it is taught. Spellings can also be given as next steps, ie in Y1 they will have been taught the "ee" phoneme in the autumn term, so if the child is at expected this would be picked up if incorrect.

Extended Writing

Written feedback with next steps will be recorded by the member of staff with the children she / he has been working with. They will be given the opportunity to correct their errors at the end of the lesson. This is an important part of the lesson as feedback to children is then instant and can be explained. If children have been working independently then next steps will be added after the lesson and children will be supported to address these when they are next working with an adult [if at expected in Y1] or independently in the next EW lesson if working at Y2 expectations.

KS2

English

For those children working below Y2 expectations the TLLI will not be recorded.

Every pupil who is working at Y2 expectations and above will record the TLLI.

At KS2 English work leads up to a proud piece of work over a period of one, two or three weeks. This proud piece is recorded in their extended writing books. Errors need to be addressed so that the children can redraft their work to improve. Errors are identified by using S [spelling error] P [for missing punctuation] and G for incorrect grammar. The number of SPG's picked up in any piece of work will depend upon each individual child and if they are emerging, expected or exceeding. Children in will be expected to correct these errors using

their purple response pen. Children will be using the response pens by the January of year 3. Staff will tick off the S, P or G in the margin when it has been corrected. In Y6 general S, P, G feedback will be given at the end of the piece.

Extended writing/proud piece

This will not be marked, but initialled by a member of staff.

In Y6 staff will highlight what a child has achieved on the expectation sheet, which will inform the next steps. This will be done with the teaching focus groups [ie children who have been working with a member of staff].

Opportunities for peer and self-assessment will be used when appropriate.

Marking in other subject areas

For those children working below Y2 expectations the TLLI will be recorded by staff on a half termly summary for science and on a weekly basis for topic work.

Every pupil who is working at Y2 expectations and above will record the TLLI.

Marking in other subject areas will usually be addressed in the lesson through verbal feedback. Written feedback is given by staff if they have worked with that child in the lesson and they do so there and then. This will either relate to the TLLI, or more than likely relate to either literacy or numeracy objectives. Other work will be initialled by a member of staff.

Presentation Checklist

Expectations of presentation need to be consistent and a priority across the school. At the beginning of the school year [or when a child arrives at school] each child will sign their presentation promise.

If a child does not adhere to their presentation promise, staff need to address this quickly and the child will be expected to re write some of the work in their own time. Individual needs will be taken account and staff will use their knowledge of the child to identify when this will happen [ie if a child is putting 100% effort into his work, he/she will not be required to write a piece out again].

The presentation policy is stuck in the front of the book, and transferred when a child has a new book.