Cherry Tree Primary School

Marking and Feedback Policy
March 2016

PHILOSOPHY

At Cherry Tree Primary School, we believe that the marking of pupil's work is a positive and important part of our pupil's learning experience. We think that marking and verbal feedback will ensure that pupils feel that their work is valued and they know what they have to do to improve.

AIMS

1   Marking will be matched to the learning objective or success criteria of the work.
2   It will be differentiated to the needs of individual pupils, according to ability and maturity.
3.   To encourage pupil responsibility for checking their own work.

OBJECTIVES

We will accomplish the above aims by developing a range of strategies, including:-

- Pupils reading through their own work and editing as appropriate using a different coloured pencil.
- Pupils will be encouraged, where appropriate, to reflect on their own work by using symbols e.g. traffic lights, or smiley, sad, straight faces or written comments.
- Discussion with a response partner or with a teacher/TA
- Staff will mark the pupil's work promptly.
- Pupils will be encouraged to write, in their books, a response to the teacher's marking comments, where appropriate.

MARKING GUIDELINES CURRENT PRACTICE FOR ALL WRITTEN WORK

- Staff should mark using a green pen to contrast with pupil's writing.
- Staff should mark according to success criteria, where appropriate. We are currently introducing the use of highlighting and eventually will use Pink for Perfect, Green for Growth and Yellow for Spell. Good aspects of a piece of writing may still be underlined or double ticked.
- We are using 2 stars and a wish in order to give pupils feedback so that they know how to improve further in their next piece of writing. This should be evident at least once a week in English or theme books.
- Pupils should be given time in further sessions to respond to teacher comments.
- Symbols should be used to encourage the pupils such as: smiley faces, stamps, stickers, stars, ticks and house points.
- Spellings, punctuation and grammar should be corrected according to the needs of the individual pupil and in line with learning objectives. Staff to be mindful of pupil's ability and maturity as well as focusing on the learning objective.

Maths

- Marking should be positive by minimising use of crosses as much as possible. i.e. use ticks, dots, ?, or 'see me'.
- Pupils should be given time to respond to corrections – use code 'c' for corrections (particularly if child has rubbed out original wrong answer and written in correct answer).
- Symbols should be used to encourage the pupils – stars, smiley faces, stickers, stamps and house points.
- Peer or self marking should be in a contrasting colour (work done in pencil).
- Pupils to write down (where appropriate) whether they need further help or if they understood.
- Written comments – should help to move the learning forward e.g. ask more difficult questions based on the same topic, write a word problem to apply their knowledge to. The marking may involve the teacher modelling a new or different way to answer a question. This should be evident at least once a week in maths books.

EYFS

- Where appropriate work is annotated with observations and next step marking. This is verbally communicated to the child.

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Early Years Foundation Stage Marking Guide	
TAs/ Cover Supervisors to initial work in all Key Stages	
VF	Verbal Feedback
Ⓘ	Independent
I with S	Independent but with some support
CIL	Child Initiated Learning
AD	Adult Directed
1:1	Adult/child ratio
☺	Well done

Key Stage 1 and 2 Marking Guide	
TAs/ Cover Supervisors to initial work in all Key Stages	
VF	Verbal Feedback
Ⓘ	Independent
Ⓢ	Supported (Group work/Paired Work)
SP_	Spelling (SP in margin, Misspelt word underlined)
✓	For specific Evidence of LO/S.C
⊙	Missing full stop.
◯ or CL	Missing capital letter
✓✓	For exceptional vocabulary or good punctuation.
●	Maths Only – Incorrect answer which can turn in to a tick
C	Corrected

Highlighting colour codes
Pink for perfect
Green for growth
Yellow for spell