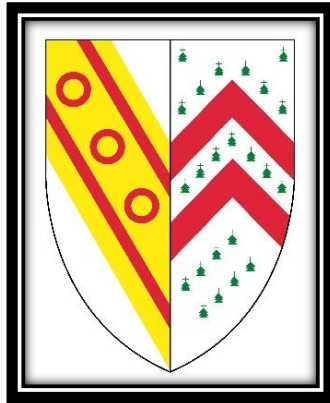


Pollington-Balne CE Primary School



Marking & Feedback Policy

Adopted by Governors: September 2021

To be reviewed: September 2022

Achieving and Aspiration – a school in which children aspire to achieve their personal potential.

Belonging and Becoming – a place in which strong roots enable personal flourishing.

Care and Community – a school that is from and for the community

Our Christian values

Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,

Perseverance, Justice, Service, Truthfulness

Marking and Feedback Policy 2021

Introduction:

At Pollington- Balne CE Primary School, we believe that effective feedback is an essential part of planning, assessment, learning and teaching. Responding effectively and promptly to pupils' work acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Our feedback policy enables and supports children in reviewing and improving their own work and achievements.

Principles:

Our policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teachers and learning for children

Regular review of work completed keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved?

All adults: give a range of feedback in a variety of forms ;verbal or written, using green pen.

Pupils: self-assessment, peer assessment and marking and improving their own work in purple pen.

Leadership Team: Will monitor and evaluate the policy to assess impact on learning.

All staff: share responsibility for the implementation of the policy and sharing good practice.

REMEMBER THAT:

- Feedback is most effective in the presence of the child
- Children should be given the time to read/reflect on/respond to feedback
- Effort should be acknowledged alongside achievement
- Focus on the L.O. and S.C.
- The expectation is that the quality of work produced will be to the same level across all subjects.
- Error in basic skills will be addressed to an age appropriate level and handwriting should be in line with writing in English work.

Feedback options

Live marking

This includes a single word in the margin to encourage a child to improve writing within the lesson ,impact should be demonstrated immediately. If impact is not evident, further triage would be required (same day intervention).

Whole class feedback/large group feedback

This could include addressing misconceptions from previous work where the adult could model the improvement required. Impact of this would then be demonstrated in children's work.

Peer critique

See Austin's Butterfly video which demonstrates impact of peer critique

This would be recorded on the success criteria (see appendix 1)

Appendix

Appendix 1 – learning objective & success criteria

Date:	Peer	Pupil	T
Learning objective:			
I can use a subordinating conjunction			
I can use a co-ordinating conjunction			
I can use a hyphen			
Ch:			
Edit:			
Peer:			

Appendix 2 – Marking Symbols

Pollington-Balne CE Primary Marking Symbols	
Across the whole curriculum	
Work acknowledged	√
I-indicates a pupil has worked independent S-used to show when support given	I S
Live marking	Add a word in the margin indicating the teaching point which has taken place. E.g adverb, tense etc.
Challenge	Ch.
Great effort made	
Spelling error (will be limited use)	Sp- Sp will be identified and children will be asked to independently find the word and make corrections Depending on level of the child support will be given if needed by putting sp in the margin/ underlined word Correction written on editing page by pupil
English skills	
Pupil self- assess against SC	√ and comment to identify where SC has been achieved (when children are capable)
Spelling error (will be limited use)	Sp- Sp will be identified and children will be asked to independently find the word and make corrections

	Depending on level of child support will be given if needed by putting sp in the margin/ underlined word Correction written on editing page by pupil
Line indicates errors that need correcting	-----
Wrong case (upper/lower) or wrong/missing punctuation mark	○ To indicate that correction is needed Support given if needed by putting the circle around the letter or punctuation mark
Punctuation missing	○
New Paragraph needed	//
Live marking	Add a word in the margin indicating the teaching point which has taken place. E.g adverb, tense etc.
Mathematics skills	
Tick if the calculation is correct	√
Correction needed	▪