

## **STOW ON THE WOLD PRIMARY SCHOOL**

### **MARKING AND FEEDBACK POLICY 2017**

#### **Inclusion statement**

At Stow-on-the-Wold Primary School it is agreed that the greatest impact on achievement and progress is through an agreed, maintained and consistent approach which is age and ability appropriate.

It is agreed 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 should happen every day. 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.

#### **Teacher Assessment**

As a minimum, one big piece of writing should be marked in depth per week with a further 3-6 pieces across all subjects. In maths work should be marked with clear next steps at least twice a week. In addition, a group should be marked in depth daily by the Teaching Assistant. Teachers should also mark in depth 6 pieces of Big Writing per week. All other work should be marked with the system below.

Every pupil should have their differentiated Learning Objective and Success Criteria stuck or written in their books. In EYFS, KS1 and Lower KS2 this is shown through the Marking Grid (see below). All work should then be marked on this grid (or in upper KS2 in the pupil's book) using the following colour system:

Green – positive comments. The adult should highlight in green/orange or pink the WALT and which success criteria which have been met, and when marking in depth, the adult also should write a positive comment in line with the success criteria. Across the school, the symbols below should be used when marking in depth to support pupils' independence. Team points, stickers and stampers are also used to promote positive feedback.

## Maths and English Symbols

**Pink Pointers – Think.** The adult should provide a next step in learning either in writing or verbally. Across the school the marking symbols below should be used to indicate these next steps. Teachers should also use pink to provide next steps or highlight errors.

The pupils should be allocated **Pink Pointer Time PPT** at the start of every lesson after in-depth marking of a piece of work to take on board feedback and respond to it. This may be through editing their work or by answering a teacher question.

Pupil's books should be marked in depth using these colours. This should be the group that the teacher has worked alongside each day. The other pupils should then be encouraged to self or peer assess.

**Self-Assessment (SA)** In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the Success Criteria. By the end of Year 2, the pupils should be able to self-assess at least twice per week. By the end of Key Stage 2 pupils will self-assess three times per week in Maths and Literacy. All self-assessment should be moderated by the Class Teacher, using a highlighter either agree or alter the assessment. To self-assess the pupils should mark using a RAG rating next to their WALT success criteria (using green highlighter) for in depth pieces of writing or maths when they feel they have achieved and find evidence of this in their work, which they also underline neatly in green pen using a ruler. The pupils should then identify their own next step and write this in the space provided in pencil or underline the success criteria that they have not met in pink.

### Peer Assessment

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the Success Criteria. By the end of Key Stage 2 pupils will peer-assess once per week in Maths and Literacy. Again, all peer assessment should be moderated by the Class Teacher. Peer Assessment should follow the same procedure as Self-Assessment.

**Pink Pointer Time** Teachers should allocate Pink Pointer Time (dedicated time for improving work) for the pupils to reflect on their feedback and respond to it. This would form part of your input or as a morning activity.

### Maths Feedback and Marking

All Maths work should be marked right or wrong (using ticks in green and pointers in pink) 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 including scaffolding for the children. Teachers should then provide an example of how to solve the calculation in pink.

### Literacy Feedback and Marking

All Literacy work should identify key corrections for the pupil to then go back and edit according to this. This should occur during PPT. These corrections should include:

- Next steps at a suitable level of challenge
- Grammar
- Punctuation
- Spelling
- Sentence Structure

- Exciting Vocabulary
- Paragraph

This will then be marked as seen by or using symbols marking. Teachers should also comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard, where appropriate.

March 2017

Please refer to:

Appendix 1 marking code

Appendix 2 marking grid to go on each piece of work in KS1/lower KS2