



Marking



Feedback and Marking for Learning Guidance

Our aim at Chase View Primary School is to ensure that all children have their work marked in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

Aims

- At Chase View Primary School, we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

General Expectations

- The marking code is to be followed in all cases
- A green pen will be used by all staff when written feedback is given.
- All children will be encouraged to edit and correct their own work using a purple crayon or pen.
- Children will participate in marking procedures, marking their own or their partner's work - "Tick or Fix" model used throughout the school
- Independent pieces of writing will be marked against given success criteria.
- Repeated spelling errors will be identified and addressed promptly, through reflection time at the beginning of English sessions and/or during spelling time.

Types of Feedback

As a school, we encourage staff to use their professional judgment to decide when is the right time to provide *verbal feedback*, to *surface mark and highlight*, or when a *more detailed or modelled example* is the right approach. Wherever possible, feedback must be immediate and regular. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

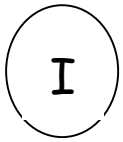
Verbal Feedback

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Written Feedback

- Will be appropriate to the age and ability of the child and will vary across year groups and key stages.
- In English, positive aspects of work will be commented in the margin or highlighted in green which will link to the success criteria or specific aspects of The Writing Rainbow.
- For extended pieces of writing, marking will be thorough and detailed in line with the success criteria. This will be in the form of either Feedback Overview sheets and/or individual comments.
- A 'next step' action will promote learning which will be identified through written feedback in a piece of extended writing. This will be directly related to that specific piece of work and its purpose to move learning on. Not every piece of work will have a next step.
- In Maths, children will self-mark where possible in purple and use 'Tick or Fix' method.
- Staff will highlight in green, tick or comment upon correct answers. Where children need to self-correct, it will be highlighted in purple - "Improve Purple"
- In Topic, work will be assessed and evaluated using the assessment grids, which will be at the beginning of each unit of work, highlighting whether children are working at Emerging, Expected or Exceeding expectations.

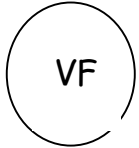
Marking Key



Independent



Supported



Verbal Feedback

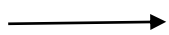
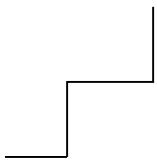


Correct work, positive points

Great Green

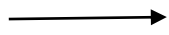


Green highlight

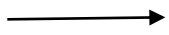


Next Steps

Improving Purple



Purple Highlight



Grammar

Sp Cud



Incorrect spellings underlined with sp