St. Peter's Droitwich C of E Academy

Understanding our Marking and Feedback Arrangements

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Rationale

This Marking and Feedback Arrangements document is to ensure that all children have their work recognised in such a way that it will improve outcomes through identifying their next steps in learning, developing self-confidence, raising self-esteem and providing opportunities for self-assessment. As a consequence of these arrangements, there will be consistency in the marking of children's work across the whole school.

The purpose of marking and feedback is:

- To celebrate achievement and effort in children's work.
- To assess and evaluate against the learning objective.
- To provide next steps in learning to help the children understand what they need to do to improve.
- To offer children the opportunity to reflect on their work and respond.
- To inform parents/carers about their child's learning.
- Inform future planning and focus work.
- To confirm standards against age related expectations
- To measure the school's 'outcomes for children' against local and national expectations.

Marking and feedback should:

- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of the marking.
- Be consistent across the school with an understanding of age and ability appropriateness.
- Be recorded appropriately when giving verbal feedback.
- Be read, reflected on, and responded to by the children in timetabled sessions, or as part of the classroom routine.
- Be seen by children as positive in improving their learning.
- Indicate if the work was completed with a high level of support.
- Be manageable and effective.

Types of marking and feedback:

- Formative
- Summative
- Written
- Verbal
- Self-marking
- Paired marking
- Shared marking

Strategies (EYFS - Y1)

All work:

- WALT faces – marked against the learning objective. These can either be drawn or completed using a stamp.



Understood



Not fully understood



Not understood

- **Black pen** for corrections and making comments

Additional marking comments:

- Praise comment acknowledging how proud we are (written comment / stamp / sticker).
- Ticks / crosses / dots can be used.

Basic Skills marking (English and Cross Curricular Writing):

- Visual marking – use of a green highlighter to indicate correct punctuation / vocabulary (Green is Good).

To move the learning on:

Owing to the children's young age this will be done verbally during the teaching session e.g. using common language;

"When I looked at your work yesterday I spotted that ****** therefore today we are going to ******"

NB – if children can comprehend the use of the pink highlighter, then teachers can introduce the new strategy (see Yr2 -4 strategies).

Blue highlighter – letter / number formation and key spelling practise / correction. Routine reflection time organised for children to complete blues i.e. book left out at the beginning of the day or lesson.

Verbal feedback (during and after a lesson):

- Whole class reflection at the beginning of a lesson.
- Group / individual reminders before completing work.
- Discussion with individuals during the lesson – comment written in book or stamp "We had a chat about this" on can be indicated with **VF** (verbal feedback)
- Use of mini plenaries for whole class or groups.

Strategies (Y2 - Y4)

All work:

- WALT faces – marked against the learning objective. These can either be drawn or completed using a stamp.



Understood



Not fully understood



Not understood

- **Black pen** for corrections and making comments

Additional marking comments:

- Praise comment acknowledging how proud we are (written comment / stamp / sticker).
- Ticks / crosses / dots can be used.
- Use an **'S'** to indicate if a child required lots of support for a particular activity.
- Use an **'I'** to indicate if a child who usually requires lots of support completed something independently.

Basic skills marking (English and Cross Curricular Writing)):

- Visual marking – use of a green highlighter to indicate correct punctuation / vocabulary (Green is Good).

To move the learning on:

- Blue highlighted comment - corrections / consolidation / small extension task.

- Pink highlighted comment – to move the learning on. This marking will be used as a teaching tool for the next lesson to have the best effect.

NB – if children are not able to access the use of the pink highlighter, then teachers will need to give verbal feedback in this instance.

- Self-assessment - children setting their own target/challenge
  - children ticking/creating the steps to success

Verbal feedback (during and after a lesson):

- Whole class reflection at the beginning of a lesson.
- Group / individual reminders before completing work.
- Discussion with individuals during the lesson – comment written in book (Appendix 7) or stamp "We had a chat about this" or use the code **VF.**
- Use of mini plenaries for whole class or groups.

Marking Seesaw Activities

- If a written task, then same marking procedures can be used. (Use of highlighters, corrections made etc)
- Typed feedback
- Voice feedback