INCLUSIVE LEARNING FEDERATION

Bradwell Village School

Marking and Feedback Policy

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<div align="center">Marking and Feedback</div>

Aims

All children will know what they are good at and what they need to do to improve.

Our effective marking and feedback will:

- Be useful
- Be manageable for staff
- Be positive
- Be frequent (see below for subject expectations)
- Celebrate achievements
- Be appropriate to the child's ability
- Inform the next stages of learning
- Provide the children with a clear understanding of what they need to do to improve their work
- Relate to the learning objective for the lesson
- Be progressive
- Ask a pupil to finish, complete corrections, address a misconception or apply their skills in a different context
- Show the dialogue between the child and the teacher/ teaching assistant

Marking guidelines

- Marking by teachers and teaching assistants should use a different colour to the children (including red)
- Children's self- marking will be completed in red pen.
- Peer marking is completed in pencil and initialled.
- **V** to be used to show verbal feedback has been given. Teachers/ teaching assistants may wish to write a brief comment about the nature of the verbal feedback.
  e.g., V- missing punctuation
- If a child has misunderstood the task and there are lots of corrections to complete the code, **See Me** will be used
- Challenges should be recorded in books with the word **challenge**
- All adults in the class should mark during a lesson to ensure pupils are on track using appropriate assessments to guide and support progress.
- Once a pupil has shown they can complete the work set, they should move onto the challenge.
- Marking feedback should close the gap and address misconceptions or move the children's learning forward. It should not focus only on corrections
- Next step marking comments should be clear and concise, so the child knows what is expected.
- Staff must ensure children complete any next step comments and these are acknowledged.
- If same day interventions have been used to address misconceptions, this should be recorded in the children's books.
- Children should be encouraged to use small ticks when the answer is correct and a dot (.) if there is an error.
- All adults handwriting needs to be neat and legible.

<u>Spelling and Non- Negotiable Punctuation Errors</u>

- Incorrect spellings will be indicated with **sp**, this will allow pupils to correct their own errors using known strategies, including dictionaries. This will start with Year 3 putting **sp** above each word to Year 6 putting **sp** in the margin.
- Where necessary, children should copy out spelling corrections 3 times.

<u>Marking codes</u>

Code	Colour	Explanation
S *+(initial)*		Support given and initial
V		Verbal feedback and comment
See Me		Discuss this with the teacher
Challenge		Challenge to complete
sp		Shows a pupil a spelling which needs to be corrected
/		Something to be added
◯		Something is missing or there is an error to check
//		Paragraphing
SM	red	Self-Marking
PM =(initial)	pencil	Peer Marking

<u>Class share/ supply cover/ trainee teachers</u>

- If the lesson is taught by a supply teacher this will be recorded in the margin
- Trainee teachers, HTLAs and supply staff will be expected to mark in line with the school's marking policy.

<u>Marking expectations</u>

All books should show regular marking which moves the children on in their learning and be appropriate to the subject.

Improvement Prompts

Range of prompts	Extract from child's writing	Reminder prompt	Scaffolded prompt	Example prompt
Why......? *(Justifying a statement)*	'It was dismal'	Say why you thought this	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: • It was dismal because I was bored all the time • I found it dismal having only my grandma to talk to
How did you/s/he feel?	'Nobody believed him'	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? Angry that people did not trust him Annoyed with himself for lying in the past years Your own ideas?

Add something	'Jason was trying to distract him, but the dragoon was too strong'	Use more adverbs and adjectives here	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragons nearest side.	Improve the fight by using one of these or your own • The dragon's tail lashed viciously, cutting Jason's flesh • Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
Change something	'he was a bad monster'	Think of a better word than bad	What kind of monster was he? Change bad for a word which makes him sound scary. Write it in the box	Try one of these or your own instead of bad • ferocious • terrifying • evil
Tell us more	'James went to school'	Could you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us **know** him. James was a ……	Describe James's character. Perhaps: • James was a kind, likeable boy with a great sense of humour. For instance …. • James was often excitable and noisy but would be quiet and serious when he was working
What happens next?	'At last, the merman saw the mermaid'	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: • 'I love you,' said the merman. The mermaid took his hand, and they swam away. • The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

Learning Objectives

To know ….   (*knowledge*: factual information, e.g., names, dates, ;labels, events)
To be able ....   (*skills*: using knowledge, using resources)
To understand….   (*concepts*: understanding reasons, causes, and effects, how things work etc)
To be aware of….   (*attitude*: empathy, awareness of the environment, etc)

'to obtain from maps' is not explicit enough.

    IS IT: To be able to obtain information from maps (*skill*)
                    To know how to obtain information from maps (*knowledge*)
                    To understand that maps contain information (*concept*)
                    To be aware that maps can be used for different purposes (*attitude*)

Think about what it is you want the children to learn . . .

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KNOWLEDGE

SKILLS

CONCEPTS

ATTITUDES

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These relate to different styles of learning and different subjects better than others

Success Criteria or Recipe for Success *i.e. what a child will need to do to achieve the L.O.*

Show what they have learned:

Include….
Show you know the difference between . …
Use at least ….

NOT what they can do:
(activity rather than learning)

Produce
Perform
Present

Example:

Learning Objective

1. To be able to perform a piece of music as a group
   (the context of this would be a Stone Age Rain Dance)
2. To write complex sentences (the context of this would be how to make jelly)

Success Criteria

1. Work co-operatively, structure and rehearse it, and to use rhythm and pulse
2. Write everything in the right order, use bullet points and use imperatives