

Learning and living as children of God

(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



Marking & Feedback Policy

**Reviewed January 2024
To review January 2026**

Deerhurst and Apperley C of E Primary School

Marking & Feedback Policy

Aim of this policy

The aim of this policy is to ensure that there is a consistent approach to marking and presentation throughout our school. All teaching staff, teaching assistants and including regular supply teachers and teaching students, should be aware of the principles set out in the policy.

We have considered carefully how we can best maximise the impact of our marking in order to promote the children's learning.

The purpose of Marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work
- To demonstrate the value of a child's work
- To allow for self-assessment and self-evaluation where the child can recognise their difficulties and mistakes and encourage them to accept guidance from others.
- To identify targets achieved and to set the next target to move the children's learning on.

Aims

- To adopt a positive attitude at all times.
 - To instil confidence in the child.
 - To ensure the child is making appropriate progress.
 - For the teacher to act as consultant, leading the child in procedures of feedback and evaluation.
 - To encourage the child to take responsibility for their work.
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- * Children need 'feedback' on their progress. This may be oral or written, and may be from the teachers or from their peers.
 - * We need to share our learning objective and success criteria with the children so that they have a clear understanding of

requirements. Staff will use the term 'Learning objective' (LO) to inform children of the expectation of what is required.

Marking Work - general principles for marking children's work.

- * Work should be marked according to the learning objective and the agreed success criteria where appropriate. This should be done using the critical sandwich marking process, one pink, one green, one pink. This reflects a positive reference to the success criteria, an action to improve something or challenge to stretch and another reference to the success criteria or learning objective. Children should always be given opportunity to respond to the marking and the amount of time will depend on the feedback.
- * All work should be marked, checked or viewed by the teacher. Marking should be kept up to date. Work marked by anyone other than the class teacher should be initialled.
- * It is more positive for a child if a wrong answer is marked with a dot or a "C" for correction, or if the incorrect part of the word or answer is underlined, rather than to put the traditional cross. Marking is completed in pink.
- * Our marking should reflect the high standards that we expect from our children.

Children marking their own work.

- * It is important that children develop the skill of drafting and redrafting their own work. They need to be encouraged to check their own writing for mistakes. This may take place after a time lapse to allow children to alter their role from writer to reader. They are then in a better position to recognise mistakes. Editing is done by using 'purple polishing pens.'
- * There will be occasions when a child marks his/her own or another child's piece of work. They must be taught to do this carefully.

Handwriting and Presentation

- * The handwriting style adopted by the school the 'Join It' cursive handwriting programme. This programme is available on all school laptops and can be accessed by all staff and children. Cursive handwriting is promoted from reception class so by Year 4, children should have developed a neat cursive script - see also our Handwriting policy statement, part of the English policy.
- * Pencil will be used throughout the school for writing. A range of pencils is available for use, from 2B to HB and 2H.
- * When children have earned their 'Apprentice Scribe' (see Handwriting policy), they will begin to use a pen for written work. Pens are not normally used in EYFS or KS1, although an occasion, a piece of work may be written out in pen if the teacher considers this appropriate. When a child has used a ball point handwriting pen consistently s/he will have the opportunity to achieve a 'Scribe' award and will be presented with an ink pen at the next celebration assembly.
- * Handwriting needs to be taught regularly and high standards of presentation are expected. Children will learn to hold pencils correctly and sit properly. The needs of the left handed child will be considered and addressed.

Exercise Books.

- * Exercise books will predominantly be used rather than writing on pieces of paper. These remain an important record of a child's progress. Some work, particularly at the Foundation Stage, will be completed on paper and filed neatly. All additional sheets should be trimmed to fit the page before being glued into exercise books.

English Books

- * Date: written in full or figures; as appropriate to the stage of learning.
- * All pieces of work should show a learning objective and success criteria to support learning
- * Dates should be written in and underlined clearly.
- * Pictures: where coloured, should be with pencil crayons.

- * Worksheets: when used, should be stuck into books or filed. At Key Stage 2, children should increasingly draw their own pictures and diagrams and write information in their own words.
- * 'I have used ... is used when marking to encourage children to reflect why they have used a particular piece of vocab/sentence structure and demonstrate their understanding.

Maths

- * Date: written in figures;
- * Title/Learning Objective and success criteria: Book and page number or title if appropriate;
- * A ruler should be used for all straight lines.
- * One digit in one square
- * 'I have learned... is used to reiterate the understanding of what the children have learned (prove it KS1 sometimes used).

Display

Display at our schools is used to create an attractive and stimulating environment. Classroom displays will reflect current work and be labelled. Work will normally be at least single mounted (except for the 'working wall' displays). Classroom displays will contain questions to stimulate young minds and promote a literate and numerate environment as well as celebrating the best efforts and abilities of the children. A range of 2D and 3D work in a variety of media will be used and will include handwritten as well as word processed work. Some displays are interactive in order to promote learning. Each class is responsible for an agreed area of shared hall/corridor display, with the display in the main entrance being shared as agreed from time to time.

Changing displays.

Displays should reflect the learning currently taking place in the classroom, and therefore needs to be changed regularly on a rotation basis. Any seasonal displays must be taken down when the season has ended.

Monitoring and Review

This written policy was drawn up after consultation with all staff at a meeting and will be formally reviewed on a regular basis in accordance with the school improvement plan.

Reviewed and updated and presented for Governor approval on March 2024

Chair of Governors:

Mr Chris Davis

Date:

Headteacher:

Jayne Neveu

Date: