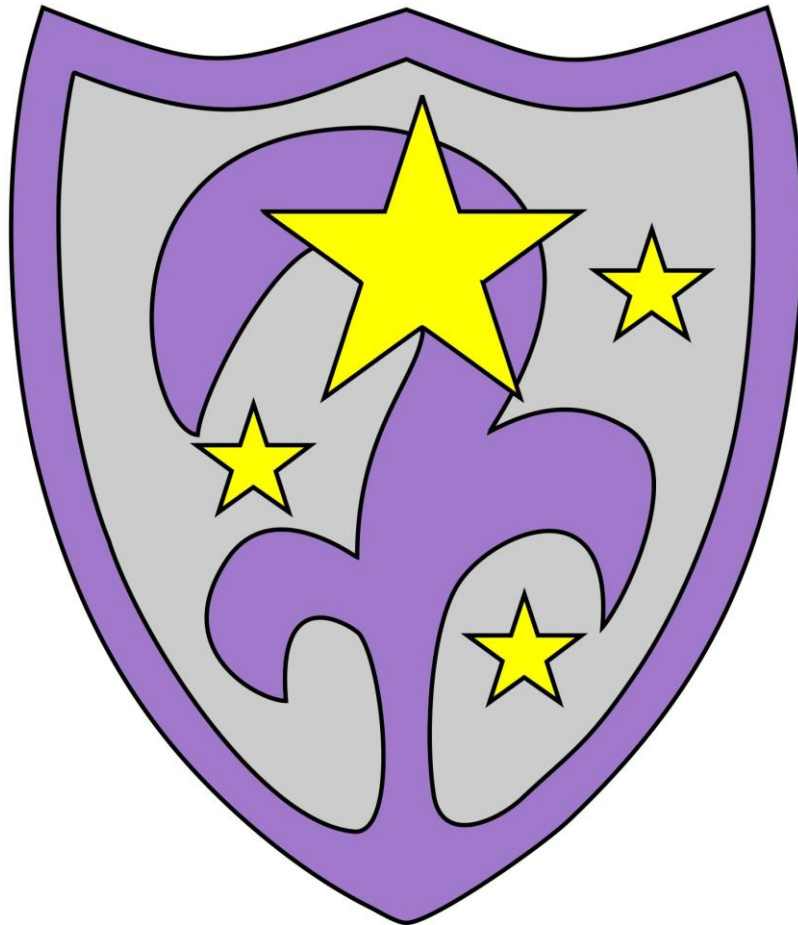


Elliston Academy



Marking & Feedback Policy

Responsibility: Principal

Date: Autumn 2017

Review: Autumn 2019

Signed:

Principal - C. Patterson

Chair of GB - N. Skinner

Marking and feedback should:

- Impact on learning
- be manageable for teachers and accessible to children
- relate to the learning question
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning and group target setting;

We insist on marking and feedback in all subjects that impacts directly on learning. This is most effective when it occurs during the learning process while there is still time for children to act upon it. Elliston Primary recognises the importance of children receiving regular oral feedback. This may be to confirm or correct a child's understanding or to extend the child's learning. (The child's book will be marked with the appropriate symbol to recognise verbal feedback has taken place. See Appendix.)

It is recognised that some marking and feedback takes place beyond the classroom but in order for the marking to be formative, the information must be used and acted on by the children. RIP (Reflection and Improvement for Progress) time is planned in future lessons for children to read and act upon suggested ways for improvement as appropriate. This is a non-negotiable across school. Teachers model this process to the children so that they are clear what the different markings on their books mean and what is expected of them when they respond. Children will initial the feedback to show they have read it

A marking code (Appendix) will be used to identify errors in punctuation, spelling, organisation and calculation. All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. We recognise that not all pieces of work can be quality marked, however all children should have some of their work marked in detail during the week. For example, teachers may choose to quality mark a focus group or a SEN group. A group which has been guided by an adult will have a symbol written on the piece of work to identify intensive support has been given.

Critique

Critique, developed from an understanding of 'Austin's butterfly' is used as a vehicle for improvement; children are expected to critique their own learning and that of others. Teachers ensure that pupils are clear about the focus of learning and how to make progress in order for critique to be precise, specific and meaningful. Critique is an implicit element of the classroom culture. In order for peer critique to impact effectively on learning, the use of tools such as Rubrics are embedded into practice.

Each scrutiny of learning carried out by staff will focus on assessment for learning as part of the evidence base; marking and feedback will be scrutinised closely to ensure it is contributing to progress.

Appendix

RIP Time

Your question is.....
'Can I improve?'

- Read what your teacher has written and look at any symbols to help you correct your mistakes.
- Use critique from adults and friends to consider how to make your learning even better.
- Look for good examples in class that you can learn from.
- Remember to look at your Rubric as that will tell you how to move your learning forward.

The adult will write a note like this to remind you! Next time you do some work, have a look and see if you can use your new skills.

Feedback for Learning



✓ - this is correct

A - you have achieved the learning question

MP - more practice needed

G - guided, an adult worked with you

// - new paragraph

Highlight - can you focus on this please

Correction needed (sp-spelling, g-grammar, p-punctuation)

NN - look at the non-negotiables for your class and correct

Great learners
always try to
improve their
learning!

Please do your corrections in a purple pen

Please put your initials when you have read the adult's comments