



## **Introduction**

We are committed to a positive approach to providing feedback and improving children's work at Alexandra Junior School, where children's achievements are praised and valued. Feedback offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We feel it is important that our methods are accessible to children and they are also involved in the process.

Marking and feedback can be verbal, written and part verbal /part written. Learning is most successful when teacher and pupils are clear about the objectives of a particular piece of work and marking can then advise the pupil how well they have done and what they need to improve on. Marking involves ongoing assessment, feedback to learners and record keeping for teachers.

## **Purpose of feedback/ marking:**

It is vital that teachers, teaching assistants, parents and children should understand the purpose of feedback/marking.

Feedback/marking should:

- Help pupils to become better learners by providing them with feedback, giving a clear picture about what they have done well and what they need to develop.
- Act as a check to keep track of work and see if pupils have improved on their former work.
- Raise attainment in school, as pupils become better learners.
- Help schools to be accountable to pupils, parents, external agencies and the wider community.
- Feed into learning and teaching.

*The best practice in feedback/marking will be closely linked to clear targets. However teachers should look out for opportunities to recognise and celebrate unexpected learning.*

## Presentation

At Alexandra Junior School we have high standards of presentation. This is important to ensure pupils take pride in their work and that they take their learning seriously. For this reason it is important all children are encouraged to follow the school's handwriting policy and attempt to use cursive script. Please see the example below. It is also important that all adults model the correct use of cursive script in order to support pupils. If using a pencil, aid good presentation by ensuring the children's pencils are sharp. Rulers should be used for all straight lines – including hands on a clock.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## Non-negotiables

- Typed up SC for each lesson. Reduced to A5 and trimmed. SC must feature the Learning Objective and follow the Bronze, Silver, Gold format.

Below the SC:

### **English**

Long date (Monday 23<sup>rd</sup> September 2016)

A short, relevant title

### **Maths**

Short date (23/09/16)

A short, relevant title

1 digit per box

General

- The date and title must be underlined using a ruler.
- Use of ruler must be accurate.
- Handwriting must follow the school's cursive hand writing scheme.
- High expectations must be promoted at all times.

The school's non-negotiables must be challenged and poor presentation will not be accepted. If a pupil's work is not up to standard, this must be challenged through teacher marking.

## How we mark children's work:

The following agreed procedures for marking children's work will be implemented by all staff:

- Children's work should be marked as soon as possible after completion (including live-marking wherever appropriate)
- Time must be allocated to allow pupils to read and respond to feedback.
- Green pen can used to show success and praise, but a green comment is NOT needed. However SC must be ticked with a green pen.
- Pink pen shows development points/fix it instructions. Give a model if necessary.
- Work to be up levelled is marked by margin marking in pink to identify errors
- A number of sentences are specifically identified by the teacher to focus on polishing the writing during the next lesson. These are highlighted in yellow and the aim is to improve the precision of vocabulary choices and use of grammatical features, as well as the quality of coherence and flow.
- Tick the SC that has been achieved.
- Teachers use the marking sheet **below** after each lesson to plan actions required at the start of the next lesson:



Date:	Teacher:	Lesson/topic:
Work to praise and share		Need further support
Presentation		Need extension
Misconceptions and next lesson notes – basic skills errors, common spelling errors		

- The feedback planning will identify 3 groups:
  - **Need further support** - Common misconceptions or SCs not achieved (so not ticked) should be picked up as a feedback focus (possibly as first teaching point in the next lesson or as respond task).
  - **Need extension** - For those pupils who achieved all SCs, set challenge task (related to the LO) that deepens the learning, provides an opportunity to apply. In maths this must be application or reasoning. Basic errors in work must be addressed first e.g. correction of missing punctuation before a challenge.
  - Some pupils will be given time to correct errors independently.

Feedback sheets will be kept in a folder on the teacher's desk.

- Teachers will provide pupils with **correction time**. Pupils will correct their work using **purple pen** following a writing activity and in **pencil** in their maths books.
- Fix it tasks or challenges **must** be marked by teachers using pink or green pen.
- Teachers must provide opportunities for peer-assessment. Where peer assessment takes place the pupil will annotate the work using the appropriate **peer marking symbol** and their **initials** to allow the teacher to follow up on comments.
- Teachers must provide opportunities for self-assessment. This will be supported by an individual success criteria which is stuck in pupils books.
- Following the first draft, a personal target (PT) must be set, addressing the overall next step for the piece of writing. Teachers must use the appropriate marking symbol PT.
- The success criteria for the next piece of extended writing must have space for pupils to transfer over their PT.
- Teachers must provide opportunities for proof reading. Where proof reading takes place, the pupil will use a **purple pen**, so their corrections/amendments are clear. The pupil will use the **appropriate symbol** to show that work has been proof read.
- All spelling errors will be challenged in work but ideally spellings should be corrected in the lesson by the pupil using their personal spelling logs or live-marking comments of the teacher, spelling buddies, working walls etc. Where a spelling is incorrect, the teacher must underline the spelling and note SP in the margin. If the teacher feels the pupil is capable of that spelling, it is not corrected and the pupil must use the dictionary. If a pupil has misspelled a piece of ambitious vocabulary, the teacher will note the correct spelling. Pupils will record their spellings in their personal dictionaries.
- All incorrect capital letters to be **identified and circled**, unless margin marking and then this is highlighted in the margin.
- Incorrect punctuation **identified and corrected**, unless margin marking and then this is highlighted in the margin.
- Teachers are encouraged to use live marking, where appropriate, in order to respond to pupils needs during the lesson.
- Where work has been guided, the teacher **must** indicate GW followed by their initials. It will be assumed all work is independent unless otherwise stated.

The following marking code is used to provide consistency and an opportunity to use short hand:

Symbol	Meaning
VF	Verbal feedback
I	Independent work
S	Supported work by an adult
GW (6)	Guided work (group of 6)
PM	Peer marking (followed by pupils initials)
SM	Shared Marking
GM	Group Marking
PR	Proof Read
SP	Spelling
//NP	New Paragraph
^	Missing word
CL	Capital Letter
FS	Full Stop
	Capital letters/punctuation errors are circled
	Indicates the Personal Target for future writing

Supply	Supply teacher followed by initials (Please remind supply staff of this expectation)