



Marking and feedback Policy 2017-2017

At Maple Grove Primary, we see the greatest impact when we agree, adopt and maintain a consistent approach, which is age and ability appropriate. At Maple Grove, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress for all learners and make them assessment proficient. For this reason, all marking and feedback is underpinned by this policy, which all pupils and staff follow on a day-to-day basis.

Quality feedback includes:

- Instant Verbal feedback
- Teacher Assessment
- LSA Assessment
- Self-Assessment
- Peer Assessment Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

Verbal Feedback

Verbal feedback and dialogue should happen every day. It should be specific to the learning intention, success criteria and key objectives and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward.

Teacher Assessment

As a minimum, one piece of work per pupil in core subjects should be marked in depth per week by the Class Teacher. In addition, a group should be marked in depth daily by the Learning Support Assistant where present.

All other work should be marked with the system outlined below;
Pupils should have differentiated Learning Objectives and Success Criteria stuck or written in their books specific to the individual needs of the learner.

Green – The adult should highlight in green the box next to success criteria which have been met by the learner, or when marking in depth, the adult should write a positive comment in line with the success criteria or key objective. The symbols below should be used when marking in depth to support pupils' independence.

Orange – The adult should always highlight in orange to identify a Next Step in Learning (NSL). The marking symbols below should be used to indicate these next steps. Teachers should also use blue ink to correct children's work. Once the child has completed the NSL, an adult must tick and initial it to show that the response has been looked at.

Green pen – Pupils should be allocated Dedicated Improvement Time in every lesson to take on board feedback and respond to comments made. This may be through editing their work or by answering a question left by an adult or peer. This is an expectation of all learners and should be completed in green pen.

One piece of work per week in each pupil's book should be marked in depth using the colours and marking symbols below. This should be the group that you have worked alongside each day. All other pieces of work should then be marked through a variety of other formats, such as self or peer assessments, LSA marking etc.

Self-Assessment (SA)

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the Success Criteria and Key objectives. This should be modelled to the children by the teacher, developing assessment proficiency. The child must circle the SA on their learning intention sticker and colour the thumbs up if they feel they have met that success criteria. All self-assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment.

To self-assess the pupils should colour the thumb, against the success criteria, which they feel they have achieved and find evidence of this in their work, which they will also underline in green pen.

The pupils should then identify their own Next Step in Learning (NSL) and write this at the end of their work in green pen and/or highlight the box next to the success criteria that they have not met in orange.

Peer Assessment (PA)

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the Success Criteria and Key Objectives. This should be modelled to the children by the teacher, developing assessment proficiency. The child must circle the PA on the learning intention sticker and colour the thumbs up if they feel their friend has met that success criteria. Again, all peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment.

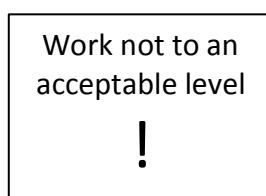
Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

Marking Symbols

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work.

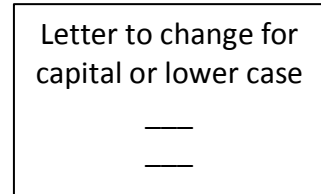
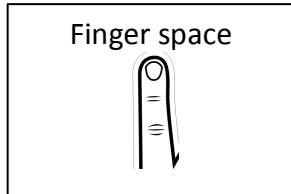
Early Years Foundation Stage (EYFS)

The principle for children in the Foundation stage is the same; however, feedback for the children will be predominantly verbal. Work will be annotated, where appropriate, for assessment purposes. The range of symbols used needs to be very simple. The following symbols can be used. Consistent practise will be used across the Foundation Stage. Traffic lights are not used during the Foundation Stage until the Summer term.



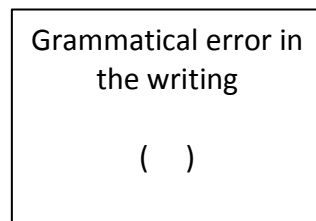
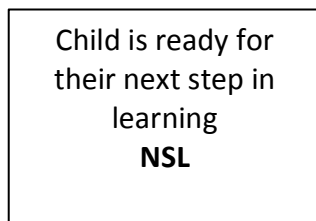
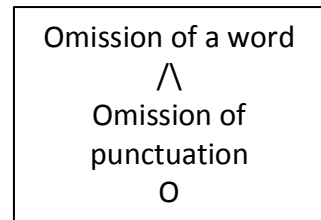
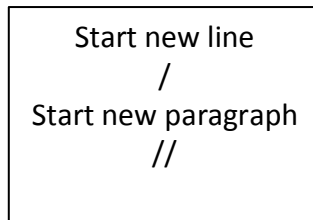
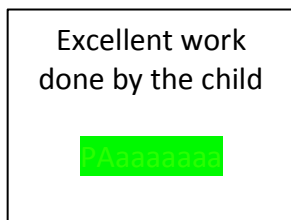
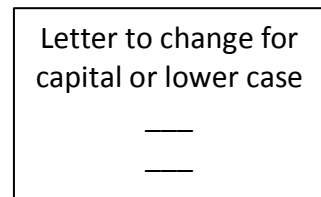
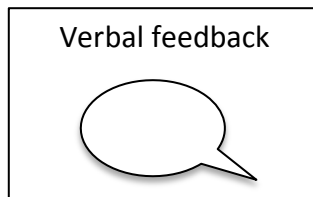
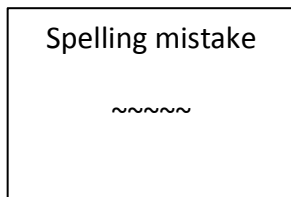
Year 1

The principles for children in Year 1 are similar, except that the use of comments and verbal feedback needs to be aimed at the younger audience. More often marking will need to be verbal as children will not be able to read comments. For literacy, children will be introduced the following symbols below.

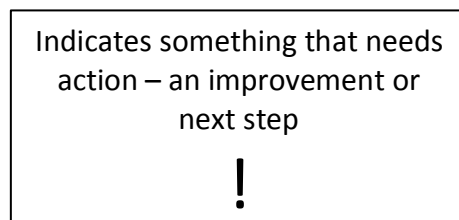
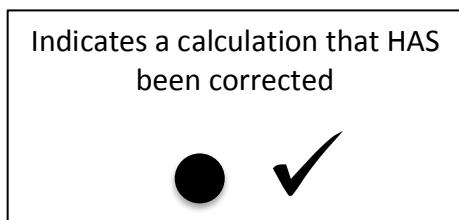
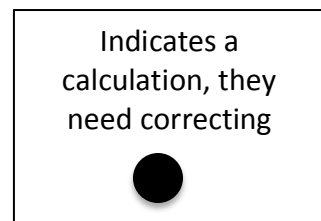
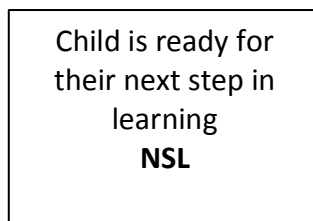
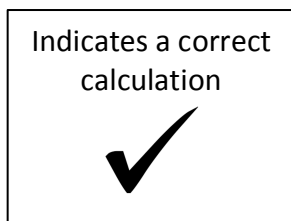


Throughout the academic year children should be moved to Year 2 - 6 expectations.

Year 2-6- Literacy Writing



Year 1-6- Literacy Numeracy



Formative Assessment, Peer Assessment and Self Assessment

Early Years Foundation Stage (EYFS)

Children will communicate with their teaching staff about their learning through answering questions, conversations with adults and through thumbs up if they are confident about their learning.

Years 1 to 6

It is important that children communicate with the teacher about their learning. They will do this throughout the lesson by using a range of AfL strategies (Q and A, whiteboards, air play, mini plenaries etc) and through dialogue with teaching staff.

Children should be encouraged to talk and reflect upon areas that they have identified as a weakness and be supported in identifying how they can improve in these areas.

'Big Write' marking

Teachers will highlight criteria on the curriculum assessment sheets green for skills demonstrated by learners. Teachers should ensure that they mark in depth at least two Big Writes per child every half term.