



ARK Little Ridge Primary Academy

Marking and Feedback Policy

Marking and feedback are most effective when linked to learning objectives and specifically focused feedback on success and areas for improvement. Feedback, in all its forms, is the single most effective tool for children's progress.

(See Sutton Trust <http://educationendowmentfoundation.org.uk/uploads/toolkit>)

- At ALRPA all books (English and Maths) should be marked after each significant piece of work (usually daily-at least weekly).
- Marking should be done in purple (Stretch questions/comments/ corrections or improvement points) and green (positive comments).
- TA's and LSA's should be encouraged to mark during class time- teachers should also try to circulate during independent work to mark key learning. All should have purple and green pens.
- Time should be given to children in each day (either first thing in morning or as starter to lesson) to respond to "purple" from previous day using pink.
- This "pink polishing" should become a built in habit and routine. Children should be taught to respond to their marking in pink in written form by doing the task/question/correction set.
- Supply Teachers - Should mark in red please (you'll be given a red pen on arrival).

Please initial and date work and then add a positive comment and an improvement point for the child linked to the lesson objective.

Effective feedback and marking at ARK Little Ridge Primary school involves;

- Children knowing learning objectives –WALT/SC being stuck in
- All marking is in relation to the learning objectives and the success criteria. Phrase such as well done /good are only used when qualified by why it was successful and linked to the criteria.
- Higher order questioning is used to develop children's thinking in discussion and in books. Pose "why/how/what-open questions?" that children can think about and write answers to.

- Teachers can use the set of green stamps to quickly indicate to children their next step (new sets will be ordered (Please let Dean know if you don't have these.) The children should be taught what the symbols mean and practice 'action-ing' their stamp as part of editing.
- Effective marking of Maths and English work involves identifying successes (from criteria) in green (underlined/circled/highlighted/commented on) and identifying a key point for improvement linked to SC phrased as something the child can do.(purple ink).
- E.G **Great use of short sentences to build tension. Can you re-write the last paragraph using another of the tension building techniques we studied?**

Verbal Feedback-

- Should be used plentifully in every lesson. Can be to individuals, whole class, or in partners. Is the simplest most important way of developing learning. Often takes the form of questions/prompts.
- Oral Feed back can use any format that focusses on strengths and improvements. E.g **WWW/EBI, I liked... I noticed... I wondered... What would happen if? Could you try?**
- Teachers can use the code **VF in books** to indicate where this has happened. This is the main feedback given in the early years.
- Talk partners are used in each lesson at desks/carpet to share ideas and give feedback (Children are paired at random and the partners change at teacher's discretion). There are lots of ways feedback from partners can be shared. (See the document from LGFL).
- Teachers give time in lessons for children to think and reflect on their own learning and make improvements.
- Teachers and s/staff should respond to children's questions and comments with feedback that promotes thought and extends them... "could you use another word here? What synonyms do you know? "Can you check that using cubes? "tell me how you got to that answer?"
- WWW/EBI-should be used in verbal feedback to extend children's ideas.

SPAG marking:

Spelling grammar and punctuation are important aspects of all children's work. When a child has finished a piece they should be reminded to check their work through for these things. Stamps should be used to indicate common errors children can go back and edit. Children use pink for this too.

Up to 3 high incorrect spellings (Age-appropriate) will be identified by underlining and using the code **SP**. Teacher's then write the correct spellings in a clear space on the work. Children then practice "Look Cover Write" check 3 times. As children progress through Key stage 2 they become increasingly responsible for correcting spellings independently, by finding the correct spelling using classroom resources and writing it in the margin.

Diagrams/ drawings are always drawn in pencil and coloured with colour pencil (not felt tips or crayons) use of Pencil sharpeners is directed by the class teacher. Erasers are not used. Children cross out mistakes with a single horizontal line.

Agreed codes (displayed In Classroom) as per stamps (Attached.)

✓	Correct
//	New paragraph
○	Missing punctuation
sp	Check spelling
∧	Missing letter or phrase
VF	Verbal feedback given
I	Independent work
G	Guided work