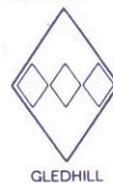


Barkisland CE (VA) Primary School



GLEDHILL



HORTON



AKROYD

Feedback on Learning Policy (Marking Policy)

At Barkisland CE (VA) Primary School, the presentation and marking of work will inform everybody, but crucially, the children will be informed of:

- successes in a particular piece of work;
- how to improve that piece of work;
- what steps are needed to take in order to progress further.

All comments written should be positive.

All aspects of Assessment for Learning will be incorporated into **all aspects** of the feedback given.

We are aware that not every piece of work will include all of this information, but as a whole, children's books should contain elements of the above to ensure that overall, these aspects are included.

To include this we will –

- Make the learning objective clear for each piece of work. This can be achieved in a variety of ways e.g. writing the LI/LO as a title, 'I can/Can i?' statements, a clear title, or having it already printed on worksheets. This is left to each teacher's discretion.
- Children need to have a clear picture of how they can be successful in a particular lesson. This success criteria can be drawn up by the teacher or in conjunction with the children. The children need to know exactly what they are being assessed against.
- When marking children's work, comments need to be made that relate to the learning objective and/or the success criteria. These comments can state the successes and/or give suggestions for improvements. Two positive comments and one area for development should be included where possible. The positive should generally outweigh the areas for development.
- Children's personal targets should also be commented on wherever possible.
- If verbal feedback has been given to the child, an indication of this needs to be written on the work e.g. VF, Dis, Speech Bubbles.
- Children should be encouraged to mark their own or others work on occasions. Children should be very clear of what is expected and how this can be shown; this should be made explicit by the teacher via success criteria.
- Any marking abbreviations should be shared with the children so they are fully aware of their meanings -

e.g. sp = spelling, // = new paragraph etc.

This again is left to the discretion of the teacher but needs to remain consistent for the academic year. There should be a marking key at the front of children's books which explains what the signs and symbols used for markings mean.

- Children's work needs to be marked as soon as possible after completion and children should not be expected to start a new piece of work until their previous piece has been marked.

- Correcting children's spelling in a piece of work is expected, however, this should not dominate the marking. Spellings that the child should be expected to know, should only be corrected and the main content of the marking should reflect the objectives of the lesson.
- Any colour of ink is suitable for marking children's work as long as it is easily seen – the more colourful the better!
- If a child has had support from the teacher or any other adult, this should be made clear on the piece of work.
- When marking maths work, incorrect answers will be indicated by a dot, circle or dash. Explanations highlight misconceptions or errors.
- Highlighting pens can be used to show successes within a piece of work.
- When children are peer/ self-marking or responding to their feedback, they should use a different coloured pen/pencil.
- Time should be built in for children to read and respond to their feedback in their books.
- Stickers and house points can be awarded along with other reward systems.

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