

Marking and feedback Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	SLT
Approver	Academy Council

Principles

At Airedale Junior School we believe that marking and feedback should be purposeful and of a consistently high quality, leading to high levels of engagement from all pupils.

Marking informs planning and improves the teaching and learning across all subjects. It will be manageable for all teachers and reviewed regularly. Marking is accessible to children to enable them to engage in their own learning and achievement.

Children have the right:

- To know and understand the learning target and success criteria for the lesson
- To have their work acknowledged
- To be given feedback on their achievements towards the learning target
- To be given advice for their future learning and how to improve

Children have the responsibility

- To respond to marking and feedback

Teachers & Adults have the responsibility:

- To mark work regularly to monitor learning and progress
- To recognise effort, attainment and progress towards lesson objectives
- To address misconceptions, support, accelerate or challenge the learner
- To shape future learning in response to marking

Teachers have the right

- To have their marking and feedback responded to
- To have a balance between written marking and peer feedback

Who will be involved

The leadership team will model good practice and expectations. They will monitor and evaluate the impact of the marking and feedback and provide appropriate CPD. Subject leaders are also responsible for monitoring the marking and feedback in their own subjects

- Teachers/HLTA covering lessons are responsible for regular marking and providing feedback using the agreed marking keys
- Teaching Assistants may mark a focus group's books using the same key and this should be clearly initialled.
- Supply teachers and trainee teachers are required to follow the school policy
- Children will take part in one self and one peer marking activity each week in English, Maths & Topic.
- Self and Peer marking is acknowledged by the teacher/adults
- Children acknowledge feedback

Marking

- All adults in school mark and give feedback using purple pen only
- All responses to purple marking are completed in green pen only
- All responses/edits/redrafts with a peer are completed in blue pen only
- The traffic lights are completed by children every lesson
- We expect that all marking includes opportunity to correct mistakes in calculations, spelling and punctuation.
- Children's work should be marked against the success criteria for the lesson. It should be marked using the agreed Airedale Junior School 'Marking keys'.
- The relevant marking keys and expectations for presentation are attached to the inside cover of all books.
- Marking is always completed in line with the handwriting policy - we believe that by modelling high expectations, children will aspire to improve.
- There are no variations to these marking keys. We do not use any other means of acknowledging work e.g. stampers

Feedback

- Feedback is to be given regularly, against the success criteria for the lesson and is marked directly onto the learning sticker.
- All work is praised through the WWW (What Went Well).
- Teachers will use their professional judgement to decide which is the most appropriate TASK/QUESTION/CHALLENGE response and indicate this on the learning sticker.

TASK: Something the child needs to do within their work or additionally to their work

CHALLENGE: Deepens learning and extends thinking

QUESTION: Posed to the child for them to respond to

Children's self and peer assessment/marking

- Each week children are given the opportunity to both self (green pen) and peer assess (blue pen) their learning. We believe this deepens thinking and supports children developing ownership of their learning.
- Children should include an 'even better if' response when peer marking and identify with a tick, one of the success criteria statement they feel has been achieved at the end of the statement on the marking sticker
- Teachers should plan for opportunities for children to self-assess/peer.
- Teachers should still check the children's work in order to inform the next day's planning, shown with a purple tick. Further feedback can be offered but is not required.
- All green responses to marking and feedback need to be acknowledged by the teachers or TAs, using a purple tick.
- All peer responses to marking needs to be acknowledged with a purple tick

'In lesson' AfI/marking/feedback

It may help to think about this as **INTERVENTION/HOT** marking.

- INTERVENE to support
- INTERVENE to consolidate
- INTERVENE to accelerate
- INTERVENE to challenge

'In lesson' marking, should follow the same key but where verbal feedback is given **VF** could be noted. We do not expect there to be an annotated record of this feedback unless part of the learning process.

Cross Curricular Writing

We ask that children complete at least one piece of writing linked to their theme every half term. This will have the same learning sticker as writing in English lessons. Objectives from the writing trackers may be evidenced in Theme books for Years 3-5.

Non-Core Subject Marking

Of the three topic lessons delivered each week one of these lessons needs to be self assessed, peer assessed and the third, teacher marked with a task, question or challenge. E.g Would you have liked to have lived in the Victorian era? Why?




HOW WILL WE KNOW MARKING IS EFFECTIVE?

- Children will be making good or better progress lesson by lesson
- One lesson will build on and link to the next to increase level of challenge
- Children have the opportunity to read and respond to the marking that supports further learning.
- Additional support will take place to accelerate or support learners
- Children will know what they are doing well and what needs to be improved




Stickers are placed at the start of new learning.

These stickers are located in the teaching shared files. All work should be started with a sticker. Some lessons may run over multiple days and then the sticker can be annotated appropriately.




English

Date: _____ T TA I			
T - To			
o o o			
Self Assessment	o I can		
	o		
	o		
	o		
Task	Corrections/Edit	Peer	Self

Maths

Date: ____ - ____ - ____			
I have worked: TA T I			
T -			
o o o			
Self Assessment	o I can		
	o		
	o		
	o		
Task	Corrections/Edit	Peer	Self

Curriculum

Date: _____		T A T I	
I -			
o			
o			
o			
Self Assessment	o I can		
  			
Task	Corrections/Edit	Peer	Self

Writing sticker

Date: _____	
I am writing:	
These are the targets I am focusing on from my tracker	
Grammar and punctuation	
Composition	
Handwriting	
Spelling	
WWW	
EDIT	

NB: In Year 6 the children make greater use of rrafting complete pieces, therefore tasks are set within the body of the marking and not required on the striped sticker.