

Developmental Marking and Feedback Policy Lindfield Primary Academy

Principles

Our Marking and Feedback Policy is based on the principles that:

1. Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
2. Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
3. Regular marking enables the teacher to know the needs and abilities within the class and helps to raise standards.

Remember that:

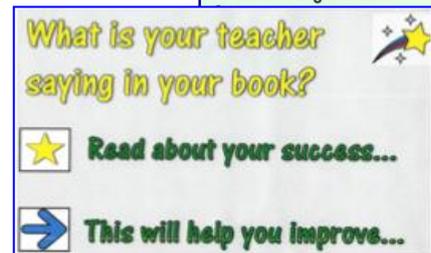
- Marking is most effective in the presence of the child.
- Children should be given time to read/reflect on/respond to marking.
- Effort should be acknowledged alongside achievement.

Guidance for Marking

- Books will be monitored every half term to ensure consistency across the school.
 - Teachers *must* use a purple pen for marking. Blue pen is used by TAs and Supply teachers.
 - TAs may use a blue pen in books to mark/feedback from group work or to record observations made during learning time.
 - Marking comments should be written in a neat cursive script.
- Ensure use of child friendly language when writing the 'I can'.
- Children take part in writing the 'Steps to Success' for lessons
- Direct feedback is to be used across all subjects (evidence of direct response feedback in Maths, Writing and Science books). At least once a week for maths and writing.
- Explain the marking card to children and expectations of the arrow 
- Reception to introduce, display and explain their own marking card
- Children to look back and check for ways forward  and correct errors. Children from Year 2 - 6 to write direct response to marking in green.
- In Year 2 and Year 6, teachers will mark broadly when collecting writing for moderation to enable children to complete writing tasks independently and edit their own work.

- Parents informed of marking strategies on the website
- Developmental marking is only used when there is something to develop and for the children to respond to. Sometimes your arrow will require direct feedback but may also be a comment on something to improve on in the work e.g. 'Remember capital letters at the beginning of sentences.' Don't feel this has to be done on every piece of work but should be a regular feature, particularly in Year 5/6.
- Use the ★ when there is something to celebrate or an achieved 'I can'.
- All mathematical calculations need to be marked.
- Use of dot to communicate errors in calculation, not a cross
- Work in Learning Journals needs to be responded to - tick/sticker/smiley face
- Any work that is going to be stuck in books needs to be trimmed to size before the children begin to work on it.
- **Self-assessment** needs to be used. This will take the form of a face indicating how confident the child is feeling. A smiley/straight/zig-zag mouth. We want children to become active learners who take increasing responsibility for their learning and progress. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.
- **Self-assessment** will also feature as part of a lesson. When writing, teachers will ask children to identify features in their writing related to success criteria and mark with a **green pen**. E.g. underline 3 of your favourite powerful verbs
- **Purple paper** will be used for peer assessment tasks in writing books. Children write a ★ and an 
- Children need to be trained in how to peer and self assess meaningfully, in order that time spent in lessons on this is beneficial to the learning.
- Peer assessments will focus on successes and ways of improving. Children will be encouraged to clarify their own ideas and understanding of both the 'I can' and the 'Steps to Success' while marking other children's work. We will encourage children to set questions and mark answers to help them understand the assessment process and to focus further efforts on improvement
- If children are making multiple mistakes- they should be going back to re-do one or two. Don't leave things misunderstood and move on. Use the arrow and ask for some direct response calculations. 

- T.As and Supply Teachers need to be made fully aware of marking policy and developmental marking (mark in blue pen)
- 'I can' statements need to be displayed in all books
- Time should be given for children to answer questions and respond to direct feedback
- 'What a good one looks like' should feature on learning walls or reviewed during the introduction of lessons
- Successes celebrated in mini-plenaries



Targets

- English books need to have: Writing key targets in the front/back of books
Children need to regularly refer to these. Frameworks for Year 2/4 and 6 will be used across the Academy to help with editing work
Year 1 and 2 - Year 2 framework
Year 3 and 4 – Year 4 framework
Year 5 and 6 – Year 6 framework
- Mathematics books need to have the Mathematics overview for their year group at the front/back of the books.
- Personalised targets: Each term children will complete their 'Thinking about my Learning' sheet to review their progress in Mathematics, English and Science.

Marking Policy

Our policy is to mark in a purple pen using the following annotations. Staff are also encouraged to comment constructively on work and children are encouraged to self-assess using the smiley faces. 😊 😞

Writing

If you find a word underlined you need to check the spelling and practise it three times underneath the piece of work.

