



Reach for the Stars

Marking and Feedback Policy

Purpose of Marking:

All marking should be driven by professional judgement and be **MEANINGFUL, MANAGEABLE and MOTIVATING.**

It is essential to ensure that marking is as **efficient and impactful** as possible.

The purpose of marking is to move the learner on. It is for the teacher and the learner.

We mark children's work:

- To acknowledge what has been learnt and identify next steps in learning
- To highlight areas of weakness and encourage future improvement
- To see how well the objective has been met and where we are going next in the learning
- To move children's learning forward and motivate them
- To challenge further
- To assess and monitor progress and help children to reflect on their own learning.

We will mark:

- By giving verbal and/or written feedback
- Using a code for common errors and reminders, displayed in all classrooms
- By identifying misconceptions and responding to these through feedback and further teaching
- And expect the children to correct their work and respond to feedback in specified time
- And encourage self-review of work using a traffic light system developing into full self-assessment as the child moves through the school
- clearly showing the learning objective in every lesson and the progress towards it either through verbal or written feedback or highlighting
- Identifying next steps and sharing them with the learner regularly in order to move the learning forward.
- Using dojos as rewards for good work

Generally:

- The children will respond to feedback and correct work using purple/green pen/pencil
- The teachers will use a different colour to the children when marking work and initial work when not the class teacher.
- Teachers will use highlighting pens to mark work according to marking code.
- Handwriting used to mark books must be clear and neat, setting an example to the children
- Next steps for individuals are identified and responded to throughout books
- Peer to peer feedback is extremely effective in moving learning on and will be used and evident in the children's books.

Children will have a series of non-negotiables that will be expected to be correct at certain stages of their education. These will be expected to be correct throughout the books.

By the end of Nursery:

- Children will need to be ready for school and follow the school rules and routines
- The flyer 'Am I Ready For School?' details the expectations we have for entry into school

By the end of Reception:

- Form numbers 1-20 correctly
- Know the Number bonds to 10
- Use sounds to write simple words and sentences
- Know phase 2 letters and sounds and begin to recognise phase 3.

By the end of Year 1

- Form numbers 1-50 correctly
- Know number bonds to 20
- Stick in learning objective neatly
- Date every piece of work
- Form upper and lower case letters correctly
- Punctuate short pieces of writing correctly using capital letters and full stops
- Read their own writing and check it makes sense
- Use finger spaces correctly and consistently
- Know all letters and sounds

By the end of Year 2:

- Join handwriting following the correct joins
- Recognise and correctly form numbers to 100
- Know number bonds to 20 and related facts
- Know 2,5 and 10 x tables
- Respond to feedback independently and promptly
- Use basic punctuation correctly
- Use a variety of sentence openers such as: first, next, suddenly, after that, finally
- Proof read writing and check meaning is clear and identify errors in spelling, punctuation and grammar.

By the end of Year 4:

- Begin to write at a consistent pace
- Check and self-correct spellings highlighted by teachers
- Understand the roles and importance of self and peer assessment
- Pick and read ability appropriate books for themselves
- Join letters and write on lines neatly throughout books
- Recall rapid multiplication table facts to 12
- Set out formal calculations correctly in columns
- Proof read work and self-correct before showing an adult

By the end of Year 6:

- Consistently write at pace in a variety of subjects
- Independently check spelling, punctuation and grammar and self-correct errors
- Confidently self and peer assess
- Read a variety of genres and know own preferences in reading
- Independently tackle tasks and persevere to answers
- Always respond to feedback promptly
- Be a role model for younger children and demonstrate manners both in and out of school

Every child is an individual and sometimes there are reasons for them not achieving these non-negotiables that need to be addressed in a different way. We work hard at Cheswardine Primary and Nursery School to be an inclusive school and develop children's potential in a variety of supportive ways. If a child is struggling in these areas, further work and support will be put in place to help them.

Agreed on 17th January 2019 by all teaching staff and nursery.