

Marking and Feedback Guide updated for 2017-18

No negotiables:

- ✓ All work is dated.
- ✓ All work has a learning objective in child speak 'I can ...' This may cover more than one session in a teaching and learning sequence.
- ✓ All work is presented as neatly as possible.
- ✓ All work will be marked in a timely manner to aid the learning process.
- ✓ Work may be marked by a teacher, a support assistant, a peer, by the pupil.
- ✓ **AIM High** Posters will be displayed in each classroom and learning area to reinforce our non-negotiable and high expectations of pupils work. These are age specific for each key stage and are also stuck in the front of English and Maths books.

Challenges:

- ✓ Children's independent learning will be presented as a 'choice and challenge' concept base don't be main teaching. The challenges will be colour coded (to match pupil asset tracking colours):

These are not colour coded and are individually written for the child.	Scaffolded steps for a challenge for SEND children who are not working at ARE / working out of year group or key stage.	This will feature in planning for children with specific learning needs (minority).
	Challenge for children working just below ARE expectations for their year group.	Planning will include these for all learning session. Children make a choice at which challenge they will start with but can evaluate their achievement and move up / down the scale in a session.
	Challenge for children working at ARE expectations for their year group.	
	Challenge for children working above ARE expectations for their year group.	
	Extension steps for children working well above there are, this will look at a high level of complexity and transference of skills to be applied.	This will feature in planning for those children who are working at the top end of the ARE for their year group and need additional and more complex learning.

- ✓ Challenges may also be linked to level of adult support provided or outcome of work expected from the pupil, particularly in EYFS/ KS1 and with SEND children or lower ability children.

Marking:

- ✓ This will be purposeful and relevant to the child, age, ability and need. Marking will NOT be overly detailed when not required.
- ✓ VF (Verbal feedback) with a short comment indicates when high quality verbal feedback has been given in a lesson by the teacher to aid learning (and thus less detailed marking will happen at the end of the piece of work).
- ✓ Marking of work in green pen only.
- ✓ The following principles will be used for English and Maths ONLY and at critical learning points (i.e. not on every piece of work):

D did well – evaluative comment on the features of the work the child was strong in in relation to the learning objective.

N next step – what the child needs to do to improve related to the learning objective, this could be immediate or it could be over a series of pieces of work.

A action – this could be corrections or consolidating a practice or extending a concept from the work. To be completed by the child. **Corrections to be completed in purple pen (when necessary and appropriate).**

- ✓ Marking for other subjects may will include an evaluative statement and address any misconceptions in order to move learning on, they will NOT include DNA or VF.

Pupil Feedback:

- ✓ From Yr2 onwards children will express their feedback in the form of ticking a happy, ok or sad face. In EYFS / Yr1 they will provide verbal feedback to the teacher.
- ✓ Pupil feedback may not be on every piece of work and will be used appropriately.

Agreed by Staff: 16th July 2017

Agreed by Governors:

Clive G. Wyke

30th August 2017

Chair of Governors