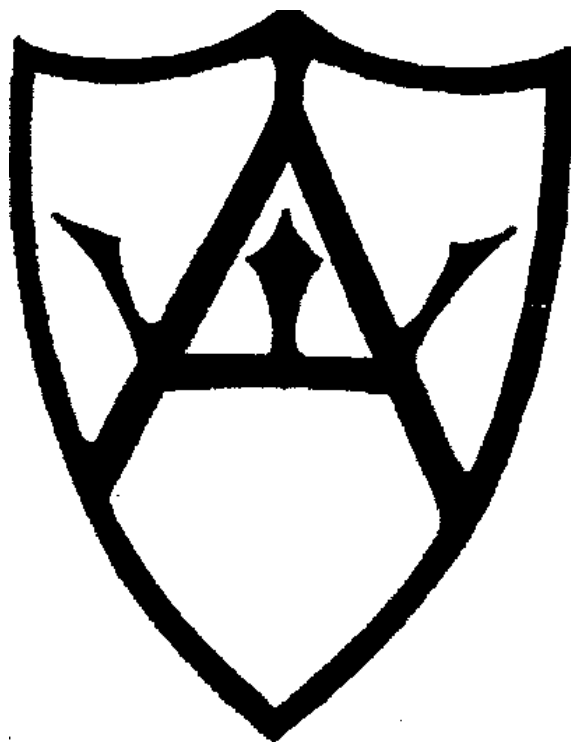


Alfriston School



Feedback & Marking Policy

Reviewed & updated with class teachers:
January 2024

The staff at Alfriston School believe that:

- Marking should always be related to what children are learning to do (the WALT – “We are learning to...” - and the success criteria).
- Marking should show children clearly how well they are doing and what learning they are to do, and how they could do better (‘be constructive’).
- Marking should encourage children to want to learn, to want to do better, and to set targets for themselves (‘be positive’).
- Marking should help children know and recognise the purpose of the success criteria.
- Marking should be related to how an individual child learns.
- Marking should help the teacher to evaluate past teaching, plan future teaching, and set or revise targets.
- Children should understand and take part in assessment and marking/feedback.
- Marking should also address the expected standards for the presentation of work (non-negotiables).

We should always aim to make a positive response to a child’s work. It is important that children’s efforts are acknowledged and praised. This gives them the confidence to experiment and move on. It is also important that children know when something is incorrect and that there is zero tolerance for carelessness and low standards.

It is an expectation that all writing is of a high standard, regardless of whether it is during an English lesson or not.

All work should be acknowledged. This may be verbally, for example ‘hot marking’, using written feedback or with stamps, stickers, etc. Where appropriate, written work should be marked in detail with point/s done well (up to 2 Stars) and point for improvement (one wish).

Marking will include what support was provided or whether the work was guided – see ‘Marking and Feedback Code’ below.

For all work

1. All teachers use green pen.
2. All HLTAs and TAs use purple pen.
3. All work is marked to the WALT (“We are learning to...”) and success criteria or individual ‘next step’ targets.

4. Hot marking is the 'eyes over the shoulder' technique where a teacher or additional adult circulates and marks/ feeds back as the child works and the child corrects or improves their work as a result (this could be shown using a stamper or marking pen).
5. Children should be given time to review marking and correct mistakes which are marked or discussed, and time to action any 'Wish'.
6. Reward stickers, house points and printed stamps may be used as a means of encouragement to indicate effort and/or achievement.

Work involving writing

Reception Class – Emergent writing should be actively encouraged.

Marking of such work should take the form of suggested improvements to work ("next steps") through discussion.

For all other classes, written work should be marked on the basis of if they can, they must. All errors which are due to carelessness rather than lack of knowledge should be marked as such and children asked to self-correct.

Maths

Work may be ticked or stamped, errors are pointed out as appropriate, for example, underlined, circled or a question mark.

Pupil Response










Marking should be a learning process so children should always be given time and expected to correct and improve their work in response to marking and this response should be checked by the teacher.

In KS1, the class teacher and TA use a system whereby once the teacher has marked the children's work, if it's deemed necessary to feedback to a child in more depth, a specific time is planned as soon after the work and marking has been done in order to discuss any misconceptions and/or next steps.

Pupil marking

Pupils may mark their own or others' work, but if they do so such marking should be checked by the teacher/HLTA and an appropriate annotation included to show it has been 'peer assessed'. Children may use a pink pen (KS2) for peer review. In KS1 many peer marking opportunities will happen during the lesson, for example in the plenary, and this is only done verbally.

Alfriston School Marking & Feedback Code

MARKING & FEEDBACK CODE FOR EYFS & KS1	
	Finger spaces
	Capital letters
	Letters on the line
	Read your work back. Does it make sense?
	Full stops
	Question marks.
	Exclamation Marks
	Practise your letter formation (focus letter used)
	Practise your tricky words (focus tricky word used)
MARKING & FEEDBACK CODE FOR KS2	
Sp	<u>Spelling error:</u> In the margin and the correct spelling of the word may be written alongside or at the end of their writing. Misspelt word underlined.
P	<u>Punctuation error:</u> Sometimes this is corrected in order to show the child where it should be. Or, the error is indicated by a 'P' in the margin and the appropriate part of the sentence to indicate a punctuation error is circled.

?	<u>Sentence structure / organisation:</u> In the margin and underline/mark alongside the appropriate area using a wavy line to indicate some of what has been written does not make sense and should be edited.
//	<u>Paragraphs:</u> New paragraph needed here (or this code may be put in the margin for the child to work out where in that line the new paragraph should be.
MARKING & FEEDBACK CODE FOR ALL CLASSES	
'AS' in a circle	Adult Support
VF	Verbal Feedback
'I' in a circle	Independent (In UKS2 it is assumed that children are working independently, unless it is indicated otherwise).
*	Star, showing positive feedback
'W' or 'Wish'	Showing feedback to show an area for development
'T' in a circle	Target

Linked policies

This policy links to other school policies and therefore should be read in conjunction with the following school policies:

- Presentation of Work Policy
- Equality Policy
- SEND Policy