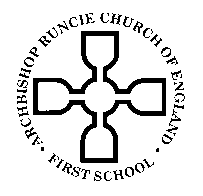
**Archbishop Runcie Church of England**

**Feedback and Marking Policy**

The main purposes of marking and responding to written work are to assess the depth of learning that has taken place, to identify misconceptions and to inform future planning and teaching. The audience for the marking is the children, however, evidence in books is a very useful evidence base when looking at pupil progress over time.

There is an expectation that in every learning opportunity children have a shared L.O (We Are Learning To; WALT) and clear SC (SUCCESS CRITERIA; STEPS TO SUCCESS) which may when appropriate be devised with the children (Maths small steps, English checklists can be used to support this).

**Verbal feedback** will be given to children during the lesson where is possible. Verbal feedback may be individual, group based or to the whole class.

**‘Light touch’** marking will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary and should be short and challenging.

**‘Deep marking’** will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example common exception words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

**Principles**

Marking should:

* Provide meaningful feedback to the child.
* Highlight areas for development/improvement/correction thereby enabling the child to identify clear ‘next steps’ providing motivation for learning.
* Inform future planning of lessons.
* Enable the teacher to record progress related to learning objectives.
* Be manageable for both the child and the teacher.
* Be relevant.

**Marking Guidelines**

|  |  |
| --- | --- |
| Supp | Work supported |
| Supply (written in bottom right hand corner) | Supply teacher |
| Initial of Student Teacher | Student Teacher |
| Think Pink | Think about what needs correcting, or something missing from SC, or next step/challenge. Teacher will underline or circle and children will correct. In Year 2 & Key Stage 2 children will correct in Purple Polishing Pen.  Pink marking should prompt action from a child (not provide the correct answer). |
| Green for good | Here is something you have included that is great and part of the SC. |
| VF | Verbal feedback given |

* We have agreed that teachers will mark the work in green and pink pen.
* Children will edit and mark their work in Purple Polishing Pen, as appropriate.
* Teaching assistants should record the level of support given to the child in completing the work by using the agreed feedback symbols.
* Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
* Verbal feedback does not need to be recorded in written form but a v needs to be added so it so clear that the work has been revisited.
* Choose an appropriate number of incorrect spellings (no more than three) from any written work and underline. Correct the spelling underneath for children to write out if appropriate but independent self-correcting should be encouraged at all times.
* Children will be given 5 mins (using a visible timer) to respond to marking at the beginning of every lesson.
* Pupil Premium books are always marked first to ensure these children consistently receive high quality marking.

**Example of A4L Strategies**

**Self-review**

Sometimes children will mark their own work. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion. Clear S.C (checklist) is required to ensure the child is able to effectively self-assess.

**Peer Feedback**

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments. Clear S.C (checklist) is essential to enable peer feedback to be meaningful.

**Green and Pink Pen**

Green pen can be used to highlight where the LO/ SC have been achieved effectively. It can also be used as a strategy to highlight effective aspects of work. Pink pen can be used to highlight an area for improvement. This can be embedded within the piece of work. It is essential time is given for children to respond to the highlights.

**Pink Box**

A pink box can be used to draw attention to a specific area that needs to be improved. It is essential that this is revisited by the child and that the revisit is appropriate.

**Steps to Success Checklist**

This is a list of success criteria that is required within a piece of work. It can be very effective to focus marking and to aid peer and self-assessment.

The above list highlights a range of strategies that may be used. The focus is on teachers using their professional judgement in deciding the most appropriate way of feeding back to the pupil in order to maximise learning.

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| --- | --- | --- |
| Date | Action | By who |
| April 2018 | New Policy | All staff & DH |
| Sept 2018 | Updated & circulated to all staff | KM |
| October 2018 | Updated in light of book trawl | KM |
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