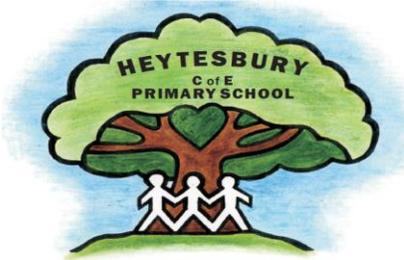


# HEYTESBURY MARKING AND FEEDBACK POLICY

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## HEYTESBURY CHURCH OF ENGLAND VA PRIMARY SCHOOL



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Headteacher: Mrs C Clough

### VISION STATEMENT

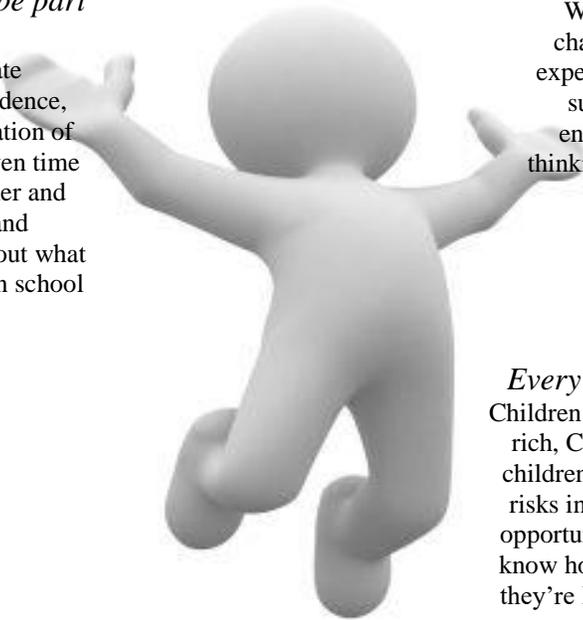
We want every child to be happy, to be supported to do their best, be recognised and valued for themselves, enjoy their time at Heytesbury C of E Primary School and leave prepared for their future.

**Mission Statement:** At Heytesbury School, we believe in helping the whole child to develop within a secure, caring, Christian environment. We strive for every child to be the best they can in three key areas:-

### Hands

*Every child knows how to be part of a team*

We will endeavour to create opportunities to show independence, respect, resilience and appreciation of each other. Children will be given time to reflect and support each other and will understand their role and responsibility for others, living out what it means to be part of a Christian school and community



### Head

*Every child a good learner*

We will strive to provide exciting, challenging and motivating learning experiences, where children are valued, successes celebrated, children are encouraged to share their ideas and thinking, and opportunities are created to develop their independence

### Heart

*Every child knows they are special*

Children understand that they are special in a rich, Christian ethos. We will ensure that children feel safe and secure, whilst taking risks in their learning. They will be given opportunities to reflect on their learning, to know how they learn, to have a say in what they're learning and how they are learning.

## Marking and Feedback Policy

<b>Written</b>	<b>September 2015</b>
<b>Author</b>	<b>Headteacher, Standards Committee</b>
<b>Next Review</b>	<b>September 2016</b>

# HEYTESBURY MARKING AND FEEDBACK POLICY

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## Aims:

- To maximize the impact on children's learning
- To make marking personally significant to the children as learners
- To make marking immediate and thus have greater impact on children's learning
- Marking to be meaningful and refer to the W.A.L.T and inform next steps and assessment of that individual piece of work
- Marking and feedback will often be verbal, which carries the same importance as any written feedback.
- For teaching assistant marking and feedback to carry the same importance as the Teacher.

## An integral part of the classroom activity:

While lessons are in progress teachers are encouraged to carry out as much marking as possible with the child through one-to-one dialogue. This is important in promoting a clear understanding of what is necessary to move forward in learning.

This will develop self esteem, motivation and an ability by the child to reflect on their own learning and progress.

At the conclusion of a piece of work it may be relevant for children to grade themselves next to the WALT with regard to effort and achievement. The following code, displayed in classrooms, is followed:

## Key Stage 1:

<b>RED</b>	Help
<b>AMBER</b>	I need another go
<b>GREEN</b>	GOT IT!

## Key Stage 2:

<b>A</b> – I tried my best	<b>1</b> - Got it!
<b>B</b> – I could try a little harder	<b>2</b> - I need another go!
<b>C</b> – I MUST try harder	<b>3</b> - Help!

As part of this process we encourage pupils to peer mark, self mark and share ideas and work and reflect together on the successes and area's to develop within a given piece of work.

At times, some children's self-assessment may be oral.

## Good Marking Practice:

- Reflects the WALT of the learning.
- Must be meaningful and age/stage appropriate.
- Requires teachers and children to share the WALT and the assessment criteria in an oral or written dialogue.
- Is consistent throughout the school.
- Is of a supportive and helpful nature and generally starts with a positive comment - this may be presented as. 😊
- This may be followed by a  (rising staircase) to explain the next step, which may be linked to individual targets.
- May acknowledge success of the WALT with rewards eg stickers, house points etc)
- Acknowledges verbal feedback with a VF and TA if marked by a teaching assistant
- Involves the pupil, in reflection of their work

## Subject Specific Marking:

### English

- Children are taught to read their own work and 'review' or 'edit' before an adult reads it.
- During KS1 marking of spelling will be limited to a maximum of around four key words, often this will be high frequency words or those which form part of WALT, for example connectives.
- During KS2 these will broaden out to encompass more complex common words.
- Spelling will be marked with an underline of the incorrect grapheme and written out correctly on the page..
- At the very early stages of writing the child will read the work to the teacher. The teacher will acknowledge this in line with above guidance.

# Marking and Feedback Policy

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## **Maths**

- Marking, as with all subjects should reflect the WALT of the lesson.
- Correct calculations = tick. Incorrect = drawn attention to.

## **All Subjects**

- Children will be reminded that good standards of English apply to all written work..
- High expectations of presentation are expected in all curriculum areas.
- As always, marking is directly linked to the WALT. Attention may be drawn to incorrect English.
- Non-written areas such as model making or artwork still require feedback but this will normally be verbal.
- Next steps may refer to layout and presentation.

< ----- END OF POLICY ----->