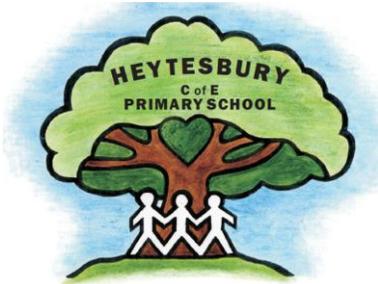


HEYTESBURY MARKING AND FEEDBACK POLICY

HEYTESBURY CHURCH OF ENGLAND VA PRIMARY SCHOOL



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MISSION STATEMENT

"Nurturing today's minds for tomorrow's world through our Christian values"

VISION STATEMENT

Heytesbury School strives to provide all children with a safe and secure learning environment. We set high standards and expectations to enable all children to do their best and achieve their full potential. A key feature of the school is our caring family atmosphere underpinned by our Church of England ethos.

At all times we offer encouragement and support. When needed, forgiveness, reconciliation, help and guidance is readily given. We want all children to establish a good foundation of knowledge and skills that, not only prepare them for the intellectual challenge presented by secondary school life, but also helps them to develop the social skills and attitudes that are needed in our rapidly changing world.

Our ethos is summed up by focussing on the following six Christian values:

Hope, Courage, Friendship, Forgiveness, Wisdom, Truthfulness

Through adhering to these values we will ensure that the school environment is a safe and caring place where our children can, share, consider and experience ethical enquiry in order to cultivate habits required for good moral conduct.

HEYTESBURY MARKING AND FEEDBACK POLICY

| | |
|--------------------|-----------------------|
| Written | September 2016 |
| Author | Headteacher |
| Next Review | September 2018 |

HEYTESBURY MARKING AND FEEDBACK POLICY

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:

| | |
|--------------|-------------------|
| RED | Help |
| AMBER | I need another go |
| GREEN | GOT IT! |

Key Stage 2:

| | |
|--|-------------------------------|
| A – I tried my best | 1 - Got it! |
| B – I could try a little harder | 2 - I need another go! |
| C – I MUST try harder | 3 - 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 areas to develop within a given piece of work.

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

HEYTESBURY MARKING AND FEEDBACK POLICY

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.

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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 ----->