

Marking and feedback Policy

Churnet View Middle School understands that strong assessment must be underpinned by an equally robust marking system. Consistent marking across the school is as important as the teaching and learning that takes place in the classroom. This policy gives guidance to staff on the purpose, types and frequency of marking. The aims of this policy are to:

- Identify next steps in learning.
- Identify how to improve learning.
- Inform the teacher of a child's progress and needs for future planning.
- Provide positive feedback about current work and suggest areas for improvement.
- Provide children with the opportunity to respond to comments made by the teacher.

General

- All work has a success criteria grid, which includes the learning objective, praise comments and success criteria (see grid example).
- All work is marked in purple ink.
- Teaching Assistants should use orange ink for marking.
- Students should use green ink for reflection, improvements, DIN (Do it now) and super challenge tasks.
- Marking should relate to whether the learning objective has been achieved or not. All success criteria is marked using the SWANS symbols + - -> (+ is the success criteria has been achieved - if not achieved and -> if this is to become the DIN task)
- Basic literacy features should be marked within the piece:
spellings, punctuation etc.
- Spellings should not be corrected (the marker should make sensitive judgements in relation to the age and ability of the child when identifying and correcting spelling errors).
- Children should be encouraged to evaluate their own work or their peers before marking, using the SA/PA column.

- Good presentation and handwriting can be commented on within the marking, this could become one of the praise comments.
- If marking individual tasks within work for example within maths, correct answers should be marked with a tick and incorrect answers with a dot.
- Time should be given during guided groups to complete corrections.
- Teachers should indicate the level that the child is working towards at the end of every piece of work like this WT (level).
- After marking, time should be given during the next lesson for children to read their feedback comments; correct and address any misconceptions by completing the DIN task or completing the Super Challenge.

Marking Symbols

- Punctuation symbols: SP - Spelling. FSt- Full stop CL- Capital letter
- S – Adult support given
- VF – Verbal feedback given
- + Success criteria achieved
- - Success criteria not achieved
- → Success criteria to become the DIN task and re-worded or phrased below.
- Where a Super Challenge task will not fit into the success criteria grid Super Challenges can be identified by a purple bubble.



Frequency of marking

- Marking may take place during the lesson with guided groups, which allows for immediate feedback.
- Work should be marked before the next session of that subject.
- With the use of the success criteria grids students can participate in self and peer assessment within all lessons.

Monitoring and evaluation

- All staff are expected to be familiar with this policy and apply it consistently.
- Books will be monitored during pupil interviews, learning observations, learning walks and book spotlights and feedback will be given to staff.

	To demonstrate ...				
	Well done, you've worked really hard today! Fab Effort!	Ace presentation. Keep it up!!	Excellent work! I'm impressed	Wow! Even though you struggled at first you got there in the end, great growth mind-set attitude.	
	Success criteria			SA/PA	TA
B					
B					
S					
G					
SPAG	SP. FSt. CL.				
	<u>DO IT NOW/SUPER CHALLENGE</u>				