



## **Feedback and Marking Policy**

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## Feedback and Marking Policy

The aim of this policy is to make sure that every child can improve their work and progress in their learning through effective marking and feedback.

| The Acorn Partnership Marking Code |                                                                      |    |                                                                          |                                                          |
|------------------------------------|----------------------------------------------------------------------|----|--------------------------------------------------------------------------|----------------------------------------------------------|
|                                    | Pink for Perfection - achieved LO independently (Teacher Assessment) | I  | Independent Work                                                         | Included on the Learning Objective sheet for each lesson |
|                                    | Green for Growth (Teacher Assessment)                                | G  | Guided Work                                                              |                                                          |
|                                    | Orange for Adaptions                                                 | S  | Supported Work                                                           |                                                          |
|                                    | Blossoming Blue (Pupil Edit and Improve)                             | C  | Child / adult read work out                                              |                                                          |
|                                    | Perfecting Purple (Pupil Editing before Marking)                     | V  | Verbal evidence of understanding                                         |                                                          |
|                                    | Supply Teachers / Trainees - Please write supply / trainee           | VF | Verbal feedback - indicates a discussion with the pupil and the teacher. |                                                          |
| Sp                                 | Spellings to practise                                                | D  | Describe / Detail / Depth                                                |                                                          |

### Learning Objectives

All recorded work has a subject specific learning objective (LO) with success criteria. The date, LO and success criteria will be stuck into children's books. When the work is marked, the box next to each success criteria will be highlighted pink (pink for perfection), to show that the children have met the LO, or green (green for growth), to show that the children need to revisit the learning. Every piece of work will be marked 'I', 'G' or 'S' to show the level of support received throughout the lesson.

### Written feedback: English

In all written work, across all subjects, basic errors for correction, such as missed punctuation or capital letters and spelling errors are highlighted in green (green for growth). This includes incorrect letter formation and joining of letters. Children then respond to this in pencil in Garden Class and in blue pen in Meadow Class. In Garden Class incorrect spellings are either written by the teacher or children find the word independently and write the correct spelling. In Meadow Class incorrect spellings are identified and children find the correct spelling. Teaching staff use their professional judgement to decide if the word is written once or practised three times (Garden Class) or five times (Meadow Class). For example in KS2 a high frequency word would be written five times. When appropriate staff may encourage children to look for the same spelling pattern in other words, e.g. tail, sail, fail.

In all written work, across all subjects, staff use 'D' to indicate that children need to further develop their response.

Developmental marking takes place when children complete 'cold' and 'hot' tasks in English lessons. Pupils will be informed of:

- The achievements they have made towards meeting the learning objective or towards personal targets highlighted in pink (pink for perfection).
- Basic errors for correction, such as missed punctuation or capital letters and spelling errors, highlighted in green (green for growth).
- A development point, informing them of what they need to do to improve their work. This might be something they still need to do to meet the learning objectives or a personal target.
- Targets for writing are shared and reviewed regularly. These link to the writing checklists and expectations of the written task.

### **Written feedback: Other subjects**

In other areas of the curriculum, such as maths or the foundation subjects, children will be given opportunities to self-correct their work. In maths, for example, if teachers spot an incorrect calculation, they will put a green dot next to the incorrect answer, children then answer the question in blue pen or pencil depending on the child. This helps our children to recognise that making mistakes can be good and instead of rubbing out, we simply try again. The success criteria will evidence how successful children have been.

### **Responding to Marking (RTM)**

Pupils are given 'fix it time' to respond to teacher marking in an appropriate time frame, either on the same day or the following day.

- Pupils use a blue "blossoming" pen or pencil when responding to teacher marking so that their edits can be clearly seen.
- Teachers are mindful of the number of development / RTM points they give to ensure that receiving feedback is not a negative experience for pupils and is a useful means in supporting pupils' learning. This is also affected by the age and stage of the pupil.

### **Verbal Feedback**

- Pupils will be given regular verbal feedback that supports them in making progress in their learning. This will be recorded in the children's books with VF.
- Positive elements of pupils' work are celebrated and pupils are informed of what they have done well.