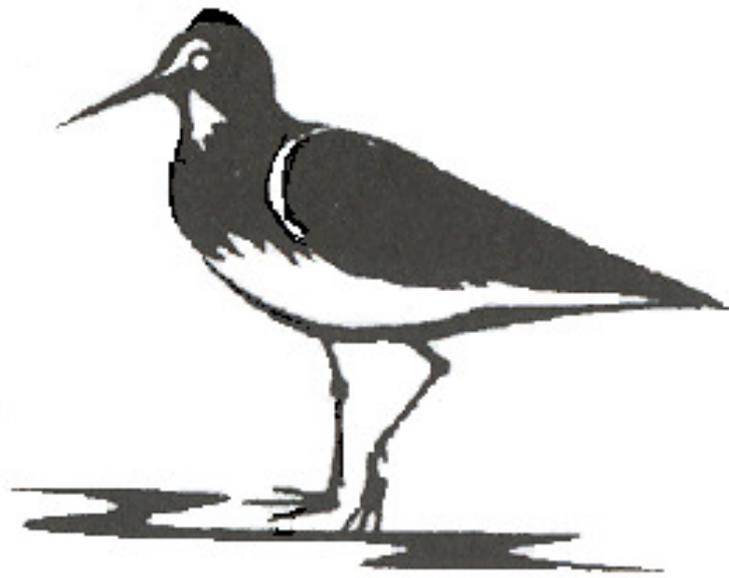
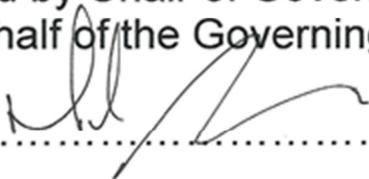


# Greenvale Primary School



## Marking and Feedback Policy

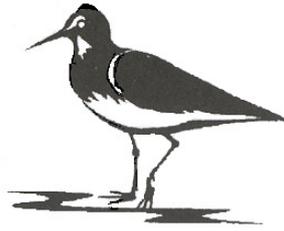
Signed by Chair of Governors  
on behalf of the Governing Body



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**Adopted March 2016**  
**Next Review March 2018**

# Greenvale Primary School



## **INCLUSION AND SAFEGUARDING STATEMENT**

We are committed to building futures in a welcoming and supportive learning environment in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At Greenvale Primary School all pupils are valued, inspired and respected within our happy welcoming school community.

We set high expectations for all our pupils. Practitioners' give every pupil the opportunity to experience success in their learning by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All Children have unique experiences to share. At Greenvale Primary School we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our school is committed to safeguarding and promoting the welfare of children and expects all adults to share this commitment.

## **Principles of marking**

The principles of marking at Greenvale Primary School are that marking will:

- Inform staff of pupils' attainment and progress
- Highlight errors, misconceptions and misunderstandings in pupils' learning
- Identify next steps for learning
- Feed into planning of the next steps of learning for all pupils
- Inform pupils of how to improve their work, develop their understanding and know their next steps for learning
- Inform parents of the progress of their child's work

## **Marking expectations**

- All work to be acknowledged by a member of staff. This may be a simple tick, a sticker or a more detailed comment.
- All incorrect work to show some follow up. This may be recorded intervention, verbal feedback or a child re-attempting following support.
- All work to contain a **WALT** (We are learning to..) statement. This will be double ticked when the lesson objective is fully met, a single tick will mean the lesson objective is partially met and a dot indicates that the lesson objective is not yet met.
- All work to be labelled with **APIG** where:
  - A – Adult supported work
  - P – Peer supported work
  - I – Independent work
  - G – Group work
- Inaccuracies of basic skills will be addressed e.g. spellings, punctuation etc. however, it should not distract from the main learning objective of the lesson. This may be done by the teacher, teaching assistant, by a peer or through a pupil's self-assessment of their own work.
- Teachers are expected to carry out in-depth marking for the group of pupils with whom they have worked directly during a teaching session. This should be monitored by class teachers to ensure that all pupils receive more in-depth marking comments or challenges at least once each week in Literacy and Numeracy.
- Pupils will assess their own work regularly (*at least once weekly*) and this will be evident by their use of purple pen. Pupils' self-assessment will be supported by the use of displayed classroom prompts to allow pupils to write statements about their learning, quotations and success criteria. Children may use smiley faces to show their feelings about a particular piece of work showing their level of understanding of that learning objective. When this strategy is used, pupils must be able to evidence why they have chosen that particular face. Younger pupils (particularly in EYFS) will complete most of the

peer and self-assessment verbally in discussion with adults they are working with. In addition, in EYFS the use of self-display areas, a 'work to share' basket, writing for my clever folder and learning detectives further promotes and evidences self-assessment.

- Peer assessment will take place at least *every other week*. This will be evident by their use of green pen.
- Next step comments will be written by the pupil (KS2) or scribed by an adult following dialogue (EYFS & KS1).
- Feedback will also take place verbally both during lessons and at the end of lessons. It is important to note that this will not always be evident in pupils' books but will be evident to anyone observing within lessons.
- Teaching assistants are also involved in the marking of pupils' work and they receive training and support to ensure they follow the guidelines of this policy.

### **Moderation of marking**

Work will be subject to moderation by the senior leadership team, subject leaders, colleagues and outside bodies.

At all times this moderation will look predominantly at the impact of marking to enhance, support and develop learning for all pupils.