

Effective Marking and Feedback Policy

1. Principles

Aims and overview of marking and feedback at Chase View

2. Processes

Four types of marking and feedback occur during learning at Chase View:

- a) Intervention - verbal feedback

- b) 'Shallow' marking of work -

- c) Deep/Developmental marking -

- d) Self-assessment and Peer assessment -

3. Non-negotiable Procedures for Marking

- All marking is to be carried out in green pen
- All marking is to be done in clear, legible handwriting
- The marking code is to be followed in all cases
- The marking code should be accessible to all pupils in the learning environment
- ALL pupils' work is to be at least 'shallow' marked by Teacher or Support staff
- In both Numeracy and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.

4. Giving Effective Feedback

Positive, identifying what has been done well linked to LO, specific improvements to be in purple, areas to improve and develop

5. Developmental Marking

Link to codes, highlighted colours give an example for numeracy and literacy?

6. Self and Peer Assessment

Children's' comments will be in purple

KS1 colouring the appropriate face on LO sticker

KS2 responding by using an appropriate comment or an initial following the mark codes and success criteria to assess learning

7. Editing and Response to Marking

Reflection time given to respond to marking and be completed in purple

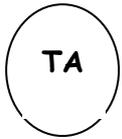
Children will learn how to edit and improve their work, focusing on the learning objective, previous next steps and improving purple feedback from staff.

8. Spelling

KS1 - focus on 3 incorrect spellings from the high frequency word list and/or spelling list outlined in the National Curriculum. These will be underlined by the teacher and correct spelling written above or in the margin. Children will then practise the correct spelling at the end of their work.

KS2 - Focus on 4/5 incorrect spellings (appropriate for the age group and refer to spelling list and patterns for the specific year group) These will be underlined by the teacher and during reflection time for marking children will get a dictionary to check for the correct spelling and write this correctly underneath their set work. These will then also be transferred to the children's spelling book to practise with their spelling partner.

Marking Key



Teaching Assistant



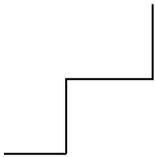
Supply



Correct work, positive points

Great Green

Green highlight



Next Steps

Improving Purple

Purple Highlight



Incorrect, check again



Grammar



Check

Cud

Incorrect spellings underlined