



3a Pre-Prep Marking and Feedback Policy

The sole focus of feedback should be to further children's learning. Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson. Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

See *3a 4a Port Regis Teaching, Marking, Assessment, Measuring Pupil Performance Policy*.






Forms of Marking and Feedback








Children should know the WALT and the success criteria for each lesson and recorded work should reference the WALT and be dated.

A variety of marking strategies should be used on a daily basis to support the learning of the children and help them identify how they have met the success criteria or what their next steps are.

1. **Verbal feedback.** Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice.
2. **Acknowledgement marking.** All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – e.g. great story, super handwriting, excellent effort or a smiley face symbol.
3. **Self-marking.** At times, children are given the opportunity to mark, correct and edit their own work. This is usual in response to Success Criteria or actual answers given by the teacher or teaching assistant (TA). This would be suitable for *Read Write Inc* writing activities, reading comprehension answers and times tables practice.
4. **Paired marking.** Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the 'Success Criteria' set out for the lesson.
5. **Next step marking and feedback.** This is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:
 - positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.
 - A brief indication of how improvement can be made with a next step activity.
The purpose of a next steps activity is:
 - to remind
 - to extend
 - to practise

Abbreviations

| Tracking | Symbol | What does it mean |
|----------|---|---|
| |  | Independent work |
| |  | Supported Work |
| |  | Been taught the WALT |
| |  | Has worked within expected expectations of the WALT |
| |  | Has achieved the WALT and is secure |

| Marking | Symbol | What does it mean |
|---------|---|---|
| |  | Verbal Feedback |
| |  | Box to record new answer Maths |
| |  | Check for missing punctuation/capital letter |
| | <u>Word underlined</u> or SP in Year 2 | Check for spelling mistakes and correct |
| |  | Work is finished, has been seen and is complete |
| |  | Academic Star for achievement, effort and/or progress |
| |  | Traffic Light Self-marking |
| |  | Target or next step at next clean page |

REL October 2021

Next Review Date: September 2022