



PORTICO
ACADEMY TRUST

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Feedback and Marking Policy

Date Written/Reviewed: May 2021
Next Review Date: May 2023
Person Responsible: Sarah Carr



Signature of Head of School:

Date

Signature of Chair of LGB

Date

Purpose of Feedback and Marking

- To value the children's work and effort and to provide informative feedback about current work
- To check the children have completed the task and met expectations
- To monitor and track the children's improvement over time
- To inform the teacher of both individual and class needs when planning future work
- To accelerate each individual child's progress through targeting their current needs

Expectations:

- ✓ Live feedback should continue to take place in every lesson with individuals, groups and the whole class.
- ✓ Our most effective written comments 'push' the children into challenging themselves further so they will need to be tangible 'outcomes' rather than simply a suggestion. Therefore, instead of writing: 'Remember to use inverted commas correctly' write: 'Rewrite your last sentence ensuring that inverted commas are correctly placed.'
- ✓ These tightly targeted written comments, pertinent to the piece of work/skill, must be used when necessary, according to the teacher's professional judgement.
- ✓ All work must at least be read and acknowledged by the teacher before the next lesson, using a variety of stickers, stamps and ticks.
- ✓ Children should edit and modify their work using purple pen, following written or verbal feedback.
- ✓ The children will sometimes need to self-check/mark parts of their own work to enable them to move on to more challenging tasks within the lesson.
- ✓ Spelling, punctuation and grammar errors must be highlighted in the margin for the child to correct. The number and selection of errors highlighted (and support given) will be at the discretion of the teacher according to the child/year group.
- ✓ Spelling corrections (sp.) should be written three times underneath the piece of work, across the line, separated by commas whereas punctuation (p.) and grammar (g.) corrections can be completed directly onto the piece of writing.
- ✓ Children's responses must be acknowledged by the teacher with a clear expectation that this learning should be applied correctly in future work.

Presentation

- There must be the highest expectations of presentation across all subjects.
- Children in Years 3 and 4 should be taught to develop a neat, joined, legible style using 'Penpals' which must be consistently modelled by staff in board work and marking. Children will be expected to maintain a neat, joined, legible style in Years 5 and 6 which must also be consistently modelled by staff.
- In English, the date is written in words; in maths it is written in figures.
- At the beginning of each piece of work there will be a date and title or learning objective.
- We teach the children to underline and cross out using a ruler.
- Exercise books should be treated with respect and space should not be wasted.
- If work is unacceptable or incomplete then children should repeat the work in their own time (break or lunchtime).
- We have very high standards of presentation – children should be taught that good presentation not only means neat handwriting but involves general layout such as drawing tables, labelling diagrams, folding the page for maths calculations, taking care with illustrations and gluing in work.
- Once the children have their pen licence, the teacher must ensure the same high standard of writing is consistently maintained.
- Cover teachers should initial the work they have marked.

Abbreviations:

√ answer is correct

X answer is incorrect

// new paragraph

sp spelling mistake which needs to be corrected and re-written by the child three times underneath the piece of work, along the line, separated by commas

p punctuation error or omission which needs to be edited in purple pen.

g grammar error which needs to be edited in purple pen.

Targets

We do not set termly targets, but instead make it clear through our daily marking and feedback what the child needs to do to improve. The impact of quality marking over a period of time means the children will be able to articulate clearly what they do well and what they need to further practise in order to improve.