

## Kingsmoor Primary's 'Marking and feedback policy.'

The teachers, teaching assistants and also pupils will be fully aware of the agreed policy which has been written to help the children of Kingsmoor Primary School become independent learners and raise their attainment. The marking will enable all children to receive feedback that they can then respond to and consequently achieve their next steps of learning.

A child friendly version has been formulated and is displayed for the children to access at an age appropriate level. Children will be prompted by their teachers to refer to this policy daily and consequently develop a consistent and deeper understanding of how they can self-improve.

Our aim is to raise achievement by improving marking, feedback and pupil response.

Annotations used across the whole school.

- When children as writers are able, all work should be **dated** and a **focus** written in a quick appropriate format.

e.g. **F.** I can write using openers **22/9/14**

- Where significant to the outcome, occasional annotation by staff or pupils should indicate if the work was:
  - **I** Independent work
  - **P** paired work
  - **CI** child initiated (during EYFS)
  - Initials in a circle will acknowledge the adult the child has worked with in that session
  - **A** A child was absent for a particular piece of work



My teacher would like to talk with me about my work.



My teacher has talked to me about something I need to improve or think about. **I will respond to this using my green pen.**

or

VF



My teacher is pleased with my work. (Merits and rewards)

## Written work - applicable to all areas - literacy, numeracy and non-core subjects.

Examples of the use of **VCOP** should appear in the written work from Year 2 to Year 6. (Year 1 will also use this if children are able.) When appropriate, and usually linked to the focus, children will be encouraged to highlight/underline an aspect of VCOP in a particular colour. (Vocabulary = Yellow, conjunctions = blue, openers = orange, punctuation = red.)

### Foundation Stage and Year 1

During the Foundation Stage and Year 1, the children will follow a system of symbols which helps them identify key aspects of learning within their work. Some of these are colour coded which as they progress through the school, will continue to relate to VCOP. They will be taught to understand what each symbol means and how to apply it when working. The children will work towards the focus of the lesson (F) and will use a success criteria to help them achieve it. At the end of a lesson the children will be encouraged to highlight 3 aspects of their work that meets their success criteria.

KS1 will focus on highlighting capital letters in **Green** and full stops in **Red**. (Foundation Stage may begin to do this when the child is able.)

In Year 1, the teacher will focus on the children learning the high frequency words and key words from the National Curriculum. When marking they may underline parts of words that need to be looked at eg: speek and the child should be encouraged to self-correct by writing the word out correctly 3 times - speak. (A maximum of 5 words will be identified in any one piece.)

### Year 2

- During Y2, use of VCOP will be the target for all children.
- The spelling of all high frequency words will be identified - see above, as for Year 1.
-  Will be written by some key words and the child will re-write correctly 3 times. Time will be allocated for the child to respond to this.

Teachers will only mark a maximum of five spelling mistakes in one piece. The teacher will continue to underline parts of words, as above, where phonics have not been applied correctly.

### Years 3 - Year 6

- Y3 onwards will see VCOP used consistently.
- Spelling procedure will continue as per Year 2.

### **Success criteria**

F: I can.....		
I can have a 😊 if:		
<b>Success Criteria</b>	<b>Me</b>	<b>Adult</b>
I have.....	✓	✓
I.....	✓	

Success criteria are a key part of the children's learning and supports them in being able to achieve their given focus for the lesson.

Success criteria are sometimes pre-written by the teacher or drawn up together within a lesson, identifying key steps the children should work through in order to reach their focus. They are either verbally stated to the children, prepared as either an individual grid suitable for the child's needs or a table top group version for the children to work alongside. If a written grid, the children will be encouraged to tick against it in the column marked 'me' once that part has been thought about or achieved. This is a method of self-assessment and can also be conducted as a verbal conversation between the child and adult. The adult will also mark against the success criteria confirming a child's judgements and also identifying a next step. This could also take place as a conversation between child and adult.

The child will be encouraged to put a smiley face against their focus depending on how much of the success criteria they have used.

- 😊 - I have followed the success criteria.
- 😐 - I have used some of the success criteria.
- 😞 - I was unable to use the success criteria.

### Next steps

The success criteria may have identified a next step which the child needs to focus on.

- 'Next Steps' marking with reference to Success criteria can be annotated by staff and used by the pupil during the piece of work, allowing the pupil to respond immediately to the marking. Or alternatively, mark on completion but allow time for the pupil to respond to the marking with their green pen.

### Absence

- If a child has been absent for a period of time this will be marked and dated in their books with the letter A.

### Numeracy

If a child has miscalculated an answer to a sum the adult will write a dot next to the calculation. The child will then be given time to go back and correct their work at the next appropriate opportunity. Ticks will appear in the marking of Numeracy sometimes by the adult but also the children if appropriate.

The implementation of this marking policy will be monitored regularly by the SLT through observations and work scrutiny. Kingsmoor scholars will meet with Mr Bird regularly to share their work and discuss outcomes and achievements.

*Reviewed and updated November 2015*