



## MARKING AND FEEDBACK GUIDELINES

Revised: Summer 2019  
Next revision: Summer 2022

### DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

<b>the School</b>	means Clifton All Saints Academy
<b>WOW</b>	means the celebration board in Mrs Ward's office
<b>EYFS</b>	means Early Years Foundation Stage

### GUIDELINES

It is important to foster the development of self-esteem and promote motivation through a sensitive approach to pupil's work. The assessment of pupils' work should be a two-way experience, with pupils having the opportunity to self-assess their learning and receive meaningful feedback from the teaching staff to enable them to develop their learning further. Marking should help pupils to become reflective learners and to close the gap between what they currently understand and what the teacher would like them to be able to achieve. There should be a Learning Objective on most pieces of work against which to provide assessment. The teacher may need to write the learning objective for younger pupils.

When marking the pupils' work the School will endeavour to complete most marking within the lesson where possible. This may be in the form of verbal feedback and may not be evident in the books. Where remote marking takes place the following is recommended:

- Select particular errors to correct, rather than every error, based on the learning outcome of the task.
- If completing an exercise, a simple acknowledgement is sufficient. Where it is a longer and more in-depth piece of writing, provide suggestions for improvement and provide time for these to be discussed and completed.
- Use the Marking Codes to identify how the piece of work has been completed where it is different from the expected.

The School will celebrate their work by;

- Reading out good examples or highlighting exceptional effort.
- Display work on the basis of effort rather than result.
- Giving Class Dojo Points
- Giving public praise, getting the other pupils to value each other's effort.
- Pupils sharing their work with the Headteacher and having their photograph on the WOW board.

The School will use the Target Tracker "I can" statements to indicate progress and next steps. These will be in the front of the pupils' English and Maths books. In KS2, writing objectives will be referred to for all pieces of writing across the curriculum.

In EYFS, pupils' targets will be displayed on the board in the entrance hall of the Reception Unit.

## MARKING CODE

The following codes have been agreed by staff and should be shared with pupils. A copy will also be available in the classroom for reference:

**I** – worked independently if not usual


**S** – worked with adult support


**P** – worked with peer support

**G** – worked as part of a group

**SC** – self corrected

**EBI** – this would be even better if.....

 I have not understood this task

 I think I understand but need more practice

 I think I have achieved the Learning Objective

These are for pupils to self-assess their work

**V** across the Learning Objective if achieved

- under the Learning Objective if not achieved

**Sp** + underlining indicates a spelling needs practising at the end of the piece of work.

**?** + underlining a phrase or sentence indicates that it has not been understood.

Corrections should be completed by pupils in a coloured pen so they can be easily identified in KS2, and introduced into Year 2 in the Summer Term.