

***"We want everyone at Hillingdon Primary School to be happy, caring and independent.
Our school is a place where we learn together, doing our best to achieve success."***

Feedback and Marking Policy

Core and purpose of feedback

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives, enabling children to become reflective and helping them to close the gap between current and desired performance.

Agreed principles for feedback across the school

Feedback should....

- Be consistent across the whole school
- Be manageable for teachers
- Relate to the learning objectives which are shared with the pupils
- Involve all adults working in the classroom
- Give increasing opportunities for pupils to reflect on their work and on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link previous work
- Inform future planning and individual target setting

Feedback Methodology

1. Teacher:

- Teachers will mark children's work in red.
- Any mistakes (something the pupil knows how to do and can correct independently) can be highlighted in green as a 'green for growth' development point. The pupil then independently corrects the mistake. The teacher should decide whether to identify the mistake as spelling or grammar depending on the needs of the pupil.
- Any outstanding examples of success within a child's work can be highlighted in pink, reflecting that the teacher is 'tickled pink'.
- Time for the pupils to self-reflect and peer reflect to be built into all lessons eg through starters, mini and main plenaries.
- Teacher time is spent effectively by looking at children's work after each lesson and adapting plans to meet the needs of the children in the following lesson. If errors

occur in the children's learning, the teacher must decide whether to address these at whole class, group or individual level.

2. Pupil Self and peer assessment:

- Pupils have ownership over their books and are given the opportunity to self-mark and respond to feedback, including 'green for growth' highlighting.
- Pupils will respond/ peer mark/ edit in green.
- Pupils need to be trained to self and peer assess, through modelling with the whole class, watching the self and paired marking in action
- Pairings should be decided by the teacher
- Pupils should be encouraged to enter into a dialogue about the work as opposed to taking turns to be 'teacher'
- Evidence of self and peer marking to be shown in books from year 2 – 6.

Monitoring and evaluation

As part of our regular audits, members of the SLT will review samples of children's books to monitor the implementation of this policy.

The desired outcomes of this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

APPENDIX

Marking symbols for KS1 and KS2

Marking symbols for Reception

Peer and self-evaluation questions

Peer and self-evaluation responses

Key Stage 1 Marking Symbols

These are the symbols or pictures that teachers will use to mark your work. They will help you understand things you have done well and things that you need to improve



A smiley face means that my teacher is really pleased with this!

X

The answer is incorrect.

WS

I worked with an adult on this activity.

Sp

Spelling mistake. This word is spelt incorrectly.

Gr

Grammatical mistake.. There is a mistake in the way the sentence has been written. This part of the sentence does not make sense.

P

Punctuation mistake. There is a punctuation mark missing.

//

Start a **new paragraph**

C

Correction. I need to have another go at this question to see if I can get the right answer

V

Verbal feedback. My teacher has talked to me about what I did well and what my next steps are

SE

Self-evaluation. I have thought about what I have done well and what my next steps are.

Er

Error. This is something I do not understanding and need more help with.

Key Stage 1 Evaluation Symbols

My teacher will tick a box to show whether I have met the WALT or learning objective. I will add one of the faces shown below to show whether I think I met the learning objective.

	yes	no	with support	reinforce	self-evaluation
Objective met:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

☺ = I understand

☹ = It is a bit difficult

☹ = I do not understand

Key Stage 2 Marking Symbols

These are the symbols or pictures that teachers will use to mark your work. They will help you understand things you have done well and things that you need to improve



A smiley face means that my teacher is really pleased with this!

X

The answer is incorrect.

WS

I worked with an adult on this activity.

Sp

Spelling mistake. This word is spelt incorrectly.

Gr

Grammatical mistake.. There is a mistake in the way the sentence has been written. This part of the sentence does not make sense.

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Punctuation mistake. There is a punctuation mark missing.

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Start a **new paragraph**

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Self-evaluation. I have thought about what I have done well and what my next steps are.

Er

Error. This is something I do not understanding and need more help with.

Key Stage 2 Evaluation Symbols

My teacher will add one of the following letters to the start of the learning objective to show whether they think I have achieved the learning objective.

A

Achieved

NP

Needs practice

WS

Achieved with support

I

Independent

Reception Marking Symbols

I = Independent work

WS = With Adult Support

P = With a partner

G = Group work

☺ / A= Achieved

☹ / NP= Needs Practice

Self-Evaluation

☺ = I understand

☹ = It is a bit difficult

☹ = I do not understand

Peer and self-evaluation questions

- **The following are peer and self-evaluation questions that should be used to support children in assessing their learning.**
- **Teachers may adapt or add to this list to respond to the needs of their year group/class.**
- **Peer and self-evaluation questions MUST be on display in every classroom.**

1) What did you find easy and why?

*2) What did you find difficult and what helped you to move on?
(e.g. resource, teacher, friend)*

3) What would you like more with?

4) What part of your work are you most pleased with?

5) Have you learnt anything new today?

6) How would you change this activity for another group or class?

7) Do you have any questions about what you have learnt today?

8) How could we look at this differently? (Change/Remove/Add..)

*9) What do you think you need to do to move on to the next level
OR What do you think your next steps are?*

Peer and self-evaluation responses

- **The following are peer and self-evaluation responses that should be used to support children in reflecting on their learning.**
- **Teachers should train children to use these to reflect on learning appropriately.**
- *I have learnt today that . . .*
- *The word _____ was used today. It means . . .*
- *Something I can do now that I couldn't do before is . . .*
- *I feel more confident about . . .*
- *I need to improve on my . . .*
- *I now understand that . . .*
- *I can now explain to somebody else . . .*
- *The thing I most enjoyed about my learning today was . . . This is because . . .*
- *At the start of today I didn't know . . .*
- *You really tried your best to . . .*
- *. . . was a great idea.*
- *I really liked . . .*
- *I think you did . . . really well.*
- *Wow! . . . was great!*
- *. . . was awesome!*
- *How about . . . ?*
- *Next time try to*
- *How about . . . ?*
- *Think about . . .*

Friday 29th June 20

A LO: To be able to write a non-chronological report ⑤

Canda - what is it?

You usually can see them in the wild.

Even though the world of creatures is unique. Candas are a unique cross between a cat and a panda. Both incredible animals both in wild and domesticated (but not for a panda). You can have a Canda baby until it is grown up.

DID YOU KNOW

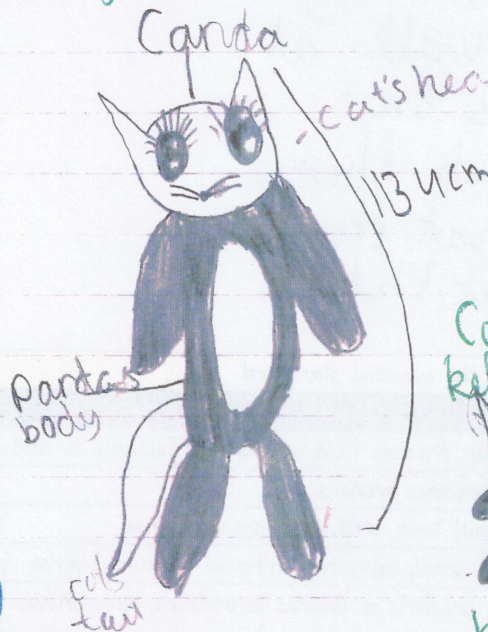
A baby cat is called a kitten!

They usually run away or scrape other (friendly) animals.

They prefer the warm weather because their fur is not thick enough to survive the cold misty weather.

Where do they live?

Candas are commonly found in Canada (like their name) in a bamboo forest treehouse. They prefer the warm weather where they can get on with their lives.



They are all the same height apart from kittens.



height 1134cm

Physical Features

They have deepatra eyes and they are commonly black and white. They have a panda's body and a cat's tail and head. Also cute whiskers!

Caption: Hybrid

It is a cross between a white cat and a giant panda. They are warm-blooded.

What do they eat?

Candas are omnivores this means that they can't eat meat and plants. They eat fish, plants, mice and Bamrats.



Mostly eat plants but if given fruit spit it out.

They are apprehensive

What is their life?

Even though they do not have predators, they are alert and protective towards their young.

Because their eyes are their top priority.

Special abilities

Although they are generally awake at day, they are nocturnal animals. Provided that they can stand on their hind legs, they can also run on all four feet! For kitts they can't even walk at roll but as their parents teach them, the more that they get better at them

Baby kitts are taught to do all this by their parents.

Writing Checklist - working at the expected standard			
1) I can use expanded noun phrases (adjectives) effectively to add precise detail	(NS)	✓	✓
2) I can use a range of sentence openers.		✓	✓
3) I can maintain a formal tone, writing in present tense.		✓	✓
5) I can indicate possibility using adverbs (perhaps) or modal verbs (might should)		✓	✓
6) I can include commas, brackets or dashes to indicate parenthesis		✓	✓
7) I can use commas to make my meaning clear.		✓	✓
8) I can use a) co-ordinating FANBOYS		✓	✓
b) subordinating conjunctions to link clauses		✓	✓
10) I have written in clear relevant paragraphs, using appropriate subheadings.		✓	✓
12) I can write legibly, fluently and with increasing speed		✓	✓
I can use technical/scientific vocabulary appropriately.		✓	✓
I can use headings and sub-headings appropriately.		✓	✓