

1. Feedback and Marking Policy

Whole school agreement:

- Use a green highlighter to underline where the learning object has been met.
- Use a pink highlighter (think for pink) for indicating improvement needed, correction.
- Children respond to one/ two ‘think for pink’ in the next lesson either independently or within the teacher/ TA guided group. Evidence of children responding must be evident in books.
- **Extended pieces will be marked IN DEPTH:** teachers use highlighters, grammar toolkit symbols. Children MUST respond to the marking the next day.
- Use of grammar toolkit symbols must be evident on all writing (as appropriate).
- **Try this!** Once a week the children must have a ‘Try this!’ challenge.
- **Ask a question:** to move learning on by using Bloom’s Taxonomy questions stems. Children must be given time to respond in the next lesson.
- Supportive climate: Children can self assess by putting books into two / three piles.
- LO (tick) objective achieved or use a stamp.
- Word to be written include LO/ working towards/ mostly etc.
- Teaching assistants to mark work at end of session, informing the teacher about the learning that has taken place. However good practice is for Class Teachers and Teaching Assistants ‘mark’ as the lesson is in progress - immediate feedback. A ‘V’ symbol can be used at this stage.
- Feedback comments must be initialled.
- Responding to verbal feedback stickers used to show next day teaching response including progress.
- Success criteria shared with children and visible throughout lessons.
- Leave a policy for supply teachers including a supply stamp if possible.

Foundation Stage Marking Policy

- Beside Development Matters descriptor or code-write: towards/mostly/tick if achieved.
- Smiley face or sticker reward for effort or achievement - teacher’s discretion.
- Green pen to be used by adult for marking in line with y1 +.
- One ‘wish’ when appropriate to indicate next steps progress.

Key Stage One Policy

- **Extended pieces of writing** - Children need a success criteria in order to peer/self assess against - including 2 stars and a wish.
- The work to be regularly discussed with the children and use of ‘V’ code for verbal feedback.

Key Stage Two Policy

- **Extended pieces of writing** - Children need a success criteria in order to peer/self assess against - including 2 stars and a wish.
- **Editing:** Children need to rewrite (edit) just the sentence/section that has been highlighted in ‘think pink’

2. Peer and Self Assessment Progression Grid

Training:

Children are to follow the marking and feedback policy when peer and self assessing ie; green and pink highlighters. Visualisers are used effectively at beginning, middle and end of the lesson to demonstrate how to peer/ self assess. It is important that class teachers also use visualizers to assess progress during all stages of the lesson.

Year Group	Peer Assessment suggested ideas	Self Assessment suggested ideas
Foundation Stage Subjects: RWI, PE, Art	Home learning Logs: Teacher shares learning objective, during whole class share children look peer assess. Teacher questions children as they look at Learning Log. Art, PE and Music lessons: Children’s observations and verbal feedback contributions.	RWI: Children tick correct use of letters during word time spelling/ hold or edit a sentence. PE: Achieving targets within tasks, making task more challenging if achieved. ABC challenge.
Key stage 1 (developing) Teacher is planning for peer and self assessment. LO are made explicit so children can identify how well they have met the success criteria.	Use anonymous or named pieces of writing. (Shared and guided group.) At end of the lesson teacher refers back to the LO ask pupils to highlight others work to show how they have met the LO. Spellings: Pupil reads out word to a group, peer assessment marking of spelling. Spot the errors opportunities.	At end of the lesson teacher refers back to the LO ask pupils to highlight their work to show how they have met the LO.
Lower Keystage 2 Teacher is planning for peer and self assessment.	Children can assess whether LO has been achieved and find examples to show evidence (e.g. underline an example of evidence demonstrating the LO). Using success criteria pupils are able to mark work and suggest improvements.	At end of lessons, children to self assess work against LO and use correct code if LO achieved.
Upper Keystage 2	Whole group assessments, pupils view all books and choose an example to highlight a really successful aspect of the work and offer a piece of constructive advice on how to take it forward. Use school’s marking and feedback policy. Pupils generate their own success criteria. Pupil assessment of ‘exemplar texts’ should be evident.	At end of lessons, children to self assess work against LO and use correct code if LO achieved. Use of traffic lights now the new piles! Children to use green coloured pencil (or highlighter?) to highlight evidence of LO.
Establishing and Enhancing <ul style="list-style-type: none"> • Teacher effectively plans for peer/self assessment opportunities. • Extended writing pieces are assessed; teacher provides success criteria against which pupils assess and improve their own work • Teacher selects from a range of peer/self assessment strategies and uses with confidence. • Time is provided for pupils to reflect independently or collaboratively on what they have learned and how they have learned. • The teacher trains pupils to work effectively in a group discussion and models how to give constructive and informative feedback. • Pupils are confident in assessing their own work and provide information and constructive feedback to others. 		