

Marking and Feedback Policy

Rationale:

Marking and feedback are an integral part of the teaching and assessment process. We wish to make it as positive, simple and effective as possible. We want it to move the children rapidly forward in their learning.

Aims:

The aim of the marking policy is to ensure marking is **consistent across the school** and gives equal opportunity to all.

It should:

- Give specific feedback to pupils on their achievement and show clear points for development within a piece of work.
- Enable teachers to evaluate quality of learning, pupil attainment and inform planning and follow-up teaching – reminding teachers at a later date of progress made, through annotation of work.
- Informs parents of their children's progress and attainment
- Emphasises strengths before weaknesses
- Provides opportunities for pupils to respond to teacher feedback

Guidelines:

The staff of the school will:

- Mark the children's work regularly
- Use the marking to inform the assessment procedure against expected learning outcomes – it should be clearly linked to the learning objectives and success criteria
- Make positive and developmental feedback comments about the work, by showing what the child needs to do next
- Give children the opportunity to read, and act upon, feedback
- Involve the children in self-evaluation of their work – ensuring children have the opportunity to self-correct and edit their own work
- Involve the children in the evaluation of other children's work – peer marking
- Communicate with individual children in a manner which is suited to the child's maturity and developmental stage – see marking key
- Use a variety of rewards and incentives that will help to interest and motivate the child

Linked Policies:

Teaching and learning, SEND, More Able, Assessment,

Approved by FGB: October 2021

Next Review Date: November 2023

Marking:

- Marking and Feedback are an essential part of the assessment process and helps to establish a child's readiness to move on. It supplies learning information which assists the teacher with planning. There will be different foci for marking, consistent with the learning objectives and success criteria of the task involved. The LO and SC linked to the marking must be known to the child. Quality marking will take place on a regular basis.
- Marking should be done regularly, and should be done as soon as possible after the work is completed. Depending on the foci, some errors will not be marked – attempting to mark all errors is unnecessary. Marking should be focused on the LO and SC.
- Written comments on how a child should improve his/her work need to be phrased constructively as next step development points.
- Ideally, teachers should mark the work with the child. However, this is not always possible due to time and other constraints.
In KS1, this is easier to achieve, with oral comments for the children to respond to.
- It is important that the children themselves can contribute positively to the evaluation/assessment process, for example, paired editing where the children positively comment on each other's work. A useful strategy is to organise response partners or buddies.
- When editing and proof reading work children are to use a purple "correcting" pen
- All comments intended for the child to read independently should be easy to read, in language at a child's level and in clear bold handwriting.

To increase clarity, a 2-colour is used, when marking

Blue for brilliant (Positive Points) and Pink to Progress (development points)

- A Green pen is also used when teachers are working with a child in class indicating where feedback has been given to the child, during the lesson.
- Work should be marked in such a way to motivate children. Praise, whether in the form of written comments, house points and/or stickers, should be given as appropriate.
- Marking is a valuable tool for pupils' self-assessment, providing regular feedback and showing them the effectiveness of their learning strategies.
Pupils should therefore be given time (and assistance for those with low reading ability) to read, discuss and reflect upon their teacher's comments.
Children should be encouraged to identify targets for further development.
- We have high standards of presentation – when worksheets are used, teachers need to ensure that they are trimmed and neatly stuck in books.
High standards of general presentation should also be encouraged.
- Marking Spellings:
Before marking, let children check their own work and underline with a dotted line any work they feel might be mis-spelt. Class teachers are used to this when modelling too. Ask children to check the word using whichever dictionary or word book is appropriate.
Don't mark every spelling error. Pick out a few which are of most importance at the time. For example: high frequency words. Identify the amount of spellings appropriate to each child to correct and practise. The idea of writing at length is for the child's writing to flow and not for them to worry about spelling each and every word correctly.
- For the purposes of monitoring the quality of pupil's work, it is important that a piece of work is annotated as to whether it was adult assisted, independent or teacher assisted.

Marking Codes

Guidelines for pupils

When your teacher has marked your work, please take time to look at the marking – the symbols and comments. Your teacher will have shown you how you can improve your work

Foundation and Key Stage 1:

Quality Mark List:

..... Spelling Error – correct spelling above – Spelling on opposite page to correct

Missing Punctuation – teacher comment for child to correct

Good words or punctuation

You have missed something out (Y2)

Feedback Signals:

Discussed with Teacher

Pens:

Blue for celebrating success

Pink for improving and 'NOWS'

Green for marking work with child

Purple for independent editing by child before marking or after feedback

Symbols for types of work:

I is for Independent

S is for Supported

G is for a Guided group

Teaching assistants and supply teachers should put initials with the marking code please

Foundation stage will only start using the above guidelines when appropriate to do so.

Marking Codes

Guidelines for pupils

When your teacher has marked your work, please take time to look at the marking – the symbols and comments. Your teacher will have shown you how you can improve your work

Key Stage 2

Quality marking List:

.....Spelling error – please correct

- Incorrect answer

This doesn't make sense

P Incorrect/missing punctuation

Good word or punctuation

New paragraph needed

Missing word – Please add

New Speaker, New Line – Write out when appropriate

Feedback Signals:

Discussed with Teacher

Pens:

Blue for celebrating success
Pink for improving and 'NOWS'
Green for marking work with child

Now... Development step – response to marking

I is for Independent work
S is for Supported work
G is for a Guided group

Teaching assistants and Supply teachers should put their initials together with the marking codes please

