



Feedback and Marking Policy

Adopted by the Governing Body: March 2017

Date Last Reviewed: March 2021

Next Review Date: March 2023

Signed: (Executive Headteacher)

Signed: (Chair of Governors)

Introduction

- 1.1 In our school we believe that marking and other forms of feedback are effective ways of responding to work completed by pupils.
- 1.2 Work which is promptly and thoughtfully marked shows pupils that the teacher values their efforts and cares about their progress. Marking is therefore instrumental in raising pupils' confidence in approaching new learning.
- 1.3 Marking is one aspect of assessment for learning and as such plays a vital role in acknowledging achievement and supporting progress.
- 1.4 Other forms of feedback will be used where appropriate e.g. a discussion with the pupil or class.
- 1.5 The most important aspect of feedback and marking is that it has impact on the pupil's learning.

Principles of Marking and Feedback

- 2.1 Children's work is marked to enable teachers to make judgements about the pupils' achievements towards, or their understanding of, the learning intentions for the lesson.
- 2.2 Marking should be succinct, positive and constructive, while at the same time identifying areas of difficulty. It should be used to give clear strategies for improvement. The teacher will provide an example or model, if this will aid the child's learning.
- 2.3 Children's work should be marked against the learning intentions and success criteria for the lesson.
- 2.4 Marking should provide a means of dialogue about learning between pupil and teacher. Pupils should therefore be given time within the school day to reflect on the marking comments and to respond, practise or correct as appropriate.
- 2.5 Marking comments should give opportunities for children to become aware of themselves as learners and to engage fully in the learning process. It should support pupils in making progress towards achieving personal targets. (See assessment policy)

- 2.6.1.1 Feedback and Marking should be seen as an integral part of a climate of encouragement using formal and informal rewards for effort and achievement.
- 2.7 Feedback and Marking should take into account individual learner's needs, strengths and areas for development.
- 2.8 Marking should be used to gain information to inform future teaching plans. (See Assessment Policy, section 6, assessment for learning.)
- 2.9 To gain maximum impact, marking should be undertaken and feedback given as soon as possible after completion of the work. This will normally be at the beginning of the next lesson in that subject.
- 2.10 Marking should be manageable. Teachers will use their discretion as to the most effective means of providing feedback; e.g. in a guided writing session, it may be more beneficial to give instant verbal feedback rather than a written comment.
- 2.11 Marking should be applied consistently across the school. However, the style of marking may be adapted to suit particular age groups.

General Guidelines for Practice

- 3.1 Marking may be verbal or written. Written comments will be appropriate for most age groups, though in Key Stage One it may be considered desirable to use pictorial symbols rather than words.
- 3.2 Marking will normally be done using a green pen. Teachers may choose to use another colour to signify a further response.
- 3.3 The use of motivational stickers and stamps is at the teacher's discretion.
- 3.4 Children using pencils should use rubbers for minor alterations only.
- 3.5 Children using ink pens should be taught to cross out errors using a single neat line.

How we Mark

- 4.1 All work in pupils books will be marked, though this may be done in varying ways and with varying detail. For tasks which are completed within guided groups, where an adult is working closely with the children, it may be more appropriate to give instant, verbal feedback, rather than a written comment. The adult will acknowledge that the work has been discussed by writing GW (guided work) or D (discussed) underneath the completed task.
- 4.2 Not all work can be marked in detail. Some work, such as spellings, will be acknowledged with a tick and/or a short comment.
- 4.3 Marking of longer pieces of written work in Literacy, Mathematics and Foundation subjects, where it has been completed with little or no adult support, will include a written comment. Focussed comments will give a clear message to pupils about what they have done well, as well as what the next steps in learning are. Examples or a scaffolded prompt may be included. Comments will relate to the learning intentions of the lesson.
- 4.4 Written comments will be clear and legible so that the child can read and understand them, and where necessary these should be read to the child.

4.5 Agreed codes will be used to inform other staff, parents and inspectors about the manner in which the work has been completed.

S = Supported work

GW = Guided work

I = Independent work

D = Work which has been discussed with the pupil

T = Target met in this work (This code is used by pupils to signify that they think they have demonstrated their target.)

4.6 Where a child indicates they think they have met their target, the teacher will check and if they agree they will use the agreed '*target met*' stamp to signify success to the child and initial the target record at the front of the book. If the target has not been met, the teacher will follow this up with the child either verbally or through a written comment.

4.7 Other agreed codes will be used to inform pupils that they need to take further action. Further clarification as to what the pupil needs to do will normally accompany these codes.

F = Please finish this work

C = Please correct this work

R = response required
spelling

Sp, with a word underlined = Please correct this

PPP = Presentation Penalty Point – All or part of work to be rewritten neatly → Development Area

@ = please see the teacher to discuss the work ✓ against LO = Learning objective met

Green dot in margin – find and fix (pupil to find the mistake in the line indicated and correct it independently)

4.8 Pictorial symbols used in Key Stage One will be explained to the children and will be displayed in the classroom.

4.9 It is not always appropriate for every incorrect spelling, punctuation mark or grammatical error to be amended, although some key spelling and punctuation errors will be corrected in Literacy work. These spellings will be written underneath the work for the child to practise. Teachers will use their discretion as to which errors should be corrected by the pupil and will indicate these to pupils using the agreed codes.

4.10 We aim to complete as much work as possible in notebooks. However, when worksheets are used, they are subject to the same marking guidelines as above.

Who Should Mark

5.1 It is the responsibility of the teacher to decide who should mark a piece of work. The majority of work will be marked by the teacher.

5.2 Teaching assistants may be asked to mark routine pieces of work, such as spelling or times table tests. They may also be asked to give verbal or written feedback to the pupils when they are conducting guided group work. If this is the case the teaching assistant will report back to the teacher about the pupils' performance against the learning intentions

- 5.3 On occasions, pupils will be asked to self-mark their work, to identify their own successes and look for improvement points. Pupils will also be encouraged evaluate their work against their personal targets. (See agreed codes in paragraph 4.5 above and also Assessment Policy, section 6, assessment for learning.)
- 5.4 On occasions the pupils will engage in 'peer marking', whereby they share their work with a partner who identifies achievement against the success criteria for the lesson. Pupils act as a critical friend and suggest how work may be improved. In younger age groups, this process is sometimes referred to as '2 stars and a wish.' Pupils suggest two good points and one point they wish could be improved. Children will be taught how to engage in peer marking so that it provides a positive, meaningful experience and not one which is overly critical or reduces confidence amongst learners.

Monitoring

- 6.1 The head of school is responsible for the organisation of monitoring activities as detailed in the annual monitoring schedule.
- 6.2 Monitoring of marking may be carried out by the head of school, the executive headteacher or subject co-ordinators.
- 6.3 Marking in all year groups will be subject to monitoring.
- 6.4 Marking will be monitored to ensure consistency in using marking codes, to evaluate quality of comments, to determine frequency of marking and to evaluate the impact of assessment for learning.