



Marking and Feedback Policy

Reviewed: September 2021

Next review: September 2022

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate.

The school policy will provide standardisation and consistency of practices throughout the school. **The implementation of the policy is the responsibility of all the staff. All work, whether set by TA/HLTA or teacher should be acknowledged and marked.**

The nature of marking:

- Marking should be positive.
- All work should be acknowledged.

Marking can be done by the teacher or TA:

- To indicate achievement in relation to the learning objective/success criteria
- To show children how they can improve their work
- To enhance the child's self-esteem
- To aid teacher assessment

Marking can be done by the children:

- To encourage independent learning through self-checking
- To be more critical in their approach to their work
- To aid teacher assessment
- To use success criteria to help children know how they can improve their work

Entitlement

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum.

PRACTICES AND PROCEDURES

Marking done by the Teacher/TA

Verbal

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or e.g a VF to represent verbal feedback which will serve as a record that the child has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

Written

This means notes or comment with the use of symbols. Notes and comments - these should be positive, neat and where appropriate, inform of next steps needed to make improvements. They should be constructive. Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on:

- The qualities of the child's work
- Specific ways in which the work can be improved eg use of a scaffolding comment
- Improvements that the child has made compared to his/her earlier related work

Symbols and scores may also be used. These can take the form of ticks, stars and printed stamps. For example to show that the child's target has been achieved. Where appropriate, a record of the scores achieved is kept by the teacher, e.g. weekly spelling/times tables tests. This can help to monitor the child's progress and overall performance.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Children are often commended with good work in the weekly 'Special Mention' Friday assembly, where children are given the opportunity to share their good work. In this assembly, we also have a 'Reader of the week.' Achievement is also recognised by sending the child to the head teacher, other teachers for praise, or by nominating the child for a HT Gold star. HT Gold stars are for exceptional pieces of work.

Corrections

Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objective, success criteria or a child's individual personal target. However, other non related errors which a child consistently makes should also be corrected as appropriate. We also have marking symbols which the teachers and children use. For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, children and parents. These pieces will still normally be marked with a comment. However, if the audience is not the child the comment may be wholly objective rather than purely 'positive', e.g. marking/comments on a test paper.

Children's self-correction is encouraged, however, if correction is aided then this should be apparent and children should not rub out teacher correction.

The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

Giving children the time to make improvements

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given in the lesson for children to review their work in light of the comments made, either with the teacher or with a learning /talk partner.

KS1 children have the opportunity to improve their work, based on the teacher's comments as part of a group when the teacher is working with them.

As a staff we have discussed different alternatives eg FIX IT FRIDAY or children responding to marking in ERIC time. Time for the children to respond to marking is down to individual teachers.

Marking done by the pupil

Verbal

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

Written

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their work.

Independent writers will draft and self-check their work for the teacher to mark. In Writing, we encourage the use of **success criteria grids and marking ladders**, in order for children to self assess their work.

KS2 children use green pens to self/peer mark.

Assessment

Marking forms an integral part of the assessment of all subjects within the National Curriculum - see Assessment Policy.

Codes and symbols used for marking

These will vary depending on the age and ability of the children. Codes are introduced in KS1 and developed as children progress through the school. Please see the marking symbols for KS1 and KS2.

General codes in use

 *Arrow for next steps/fix it*

VF *Verbal feedback*

I *Independent work*

S *Supported work/ adult help*

Presentation Guidelines

The following guidelines for presentation are part of the Whole School Presentation, Marking and Feedback Policy. It is not possible to outline marking strategies without setting down the guidelines for how children present their work.

The children are encouraged to work to a high standard and, as such, emphasis is placed on setting out work neatly and correctly.

- Maths, one digit per square
- Rulers should be used in maths for calculations, diagrams, shapes
- Mistakes should be neatly ruled out not scribbled out.
- Date written in full. Short form in Maths.
- Date of work - missed line - L.O.

Pens are introduced in Year 4. This will be done on a gradual basis as children progress from towards a pen license.

Please refer to KS1 and KS2 marking symbols.