



St Edward's Church of England
Primary School

Marking and Feedback Policy

December 2018



MARKING POLICY

1.0 INTRODUCTION

This policy is intended to ensure consistency across the school in terms of marking and feedback practice. All teacher feedback should enhance learning through drawing the children's attention to what they have done well and providing guidance about what they can do to improve their work. Marking should be manageable and worthwhile.

Quality feedback includes:

- verbal feedback;
- teacher assessment;
- self-assessment;
- peer assessment.

2.0 AIMS AND OBJECTIVES

We provide feedback on children's work in order to:

- monitor a child's individual progress;
- assess whether a child has understood and met the objectives of the lesson;
- positively reinforce children's achievement and provide clear strategies for improvement;
- establish next steps in learning;
- promote high quality presentation of pupils' work, giving them a sense of pride in their work; show that we value all the work completed by each child;
- evaluate our own teaching and inform our future class planning;
- where appropriate, guide children towards further learning beyond the specific learning intention of the lesson, for example, spellings, grammar, handwriting or concepts;
- ensure consistency across year groups;
- raise standards.

We aim to give all children positive, constructive feedback on the content, accuracy and presentation of their work and to ensure that pupils understand the next steps in their learning, taking into consideration the potential of each child.

Work is marked and verbal feedback provided with respect for equal opportunities regardless of ethnic and cultural origin, gender, physical or academic abilities.

3.0 APPROACH TO MARKING

The impact of verbal praise and comments can be powerful and should not be underestimated.

- Success criteria should always be shared with the children. This will inform them of what the teacher is looking for and will be linked to the learning objective;
- wherever appropriate and/or possible, teachers should provide individual verbal feedback to children;
- the marking of children's work, either written or verbal, should take place daily to maximise the effect and relevance of feedback;
- all staff should mark in red ink so that it is distinct from the children's own writing, using the codes detailed in appendix 1;
- children are encouraged to respond using green pen that can be seen easily on their work;
- teacher's writing must be clear so that all children can easily read it;
- teachers should respond to the piece of work by making positive, constructive and encouraging verbal or written comments;
- each child should receive a balance of written and verbal feedback;
- common misconceptions and errors should be noted and communicated to the whole class;
- an adult should always mark pupils' spelling tests to ensure accuracy;
- when identifying spelling errors, teachers should concentrate on the correction of high frequency and subject specific words and children should be directed to practise these spellings (written at the bottom of work by the teacher, to be copied out three times by the pupil);
- some tasks may be marked with a tick or cross, showing a right or wrong answer;
- pink and green highlighters will be used during 'on the hoof' and in-depth marking to indicate where pupils have achieved the learning objective (green) and areas to improve (pink);
- where children have received support, this should be noted;
- all work displayed in classrooms will be marked.

3.1 Next Step Feedback

- Teachers should include guidance, verbal or written, about how children can improve their work e.g. applying their learning to a different context or demonstrating understanding of previous misconceptions. This should take place at least weekly in Literacy and mathematics and, where appropriate, during units of work in other curriculum areas;
- at the bottom of the child's work, a positive phrase or statement should be made explaining why the work meets the success criteria e.g. *'You have used partitioning well'* *'Great use of personification'*;

- 'next steps' in learning can be either verbal or written, linked to the learning objective and actioned in the piece of work being responded to, NOT at a future time;
- time should be built into lessons to allow children to look at, and respond to, marked work.

3.2 Foundation Stage

Marking and feedback in the Foundation Stage will be both verbal and written. Work in guided writing books in Reception will be marked daily in accordance with the whole school symbols and abbreviations list. In Reception, next steps in writing will be identified, communicated to pupils and recorded in their books.

3.3 Rewards for good work

Rewards for good work would need to be consistent across each key stage and may consist of the following:

- house points;
- presented with a shining star certificate or Happy Book sticker in assembly (for effort);
- work shared in assembly;
- work displayed as an example to other pupils;
- visit to another teacher, Assistant Head Teacher, Deputy Head Teacher or Head Teacher.

3.4 Teaching Assistants

Teaching assistants will be supporting marking.

4.0 MONITORING AND REVIEW

Books will be monitored as part of our curriculum monitoring cycle by the Head Teacher and the Senior Leadership Team. A random selection of books will be selected to observe marking techniques. We will be looking for effective teacher feedback and assessment for learning strategies which promote children's learning.

Approved by Head Teacher:

Head Teacher

Date

Symbols and abbreviations

sp	-	spelling error
^	-	omission
/	-	new line
//	-	new paragraph
○	-	capital letter or punctuation is missing, or the error is corrected for the child
✓	-	good vocabulary / correct response
—	-	replace with a more interesting word
X	-	error in numeracy
VF	-	verbal feedback given to individual/ small group or whole class
g	-	grammar
I	-	independent work
TA	-	TA marked
GW	-	guided work
ns	-	next steps (steps symbol to be used in EYFS)

Symbols and abbreviations (EYFS/KS1)

😊	-	I like this. You have listened and it is correct. (Correct as stated in the learning objective.)
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