



## Feedback and Marking Policy

### Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through Quality Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

### Effective Feedback:

- Focuses on the learning objective/steps to success
- Lets the child know how well they have achieved
- Lets the child know what they need to do to improve or extend learning
- Lets the child carry out improvement on the work or revisit the skill or apply their learning
- Is only of value if comments are read and/ or responded to/regarded

### Feedback Marking:

- Feedback should be both verbal and written
- Written feedback will include teacher's comments, child responses and symbols
- The learning challenge is shared with the children and provides the focus of the feedback
- Feedback will link to the 'steps for success'
- Feedback highlights good features of learning as well as identifying areas for development
- Feedback provides clear guidance for next steps to move the learner forward
- Opportunities should be provided for children to give constructive feedback in relation to their own and other children's work.

### General Principles

Not all pieces of work need to be marked with a detailed comment, teachers can use their discretion as to whether or not a piece of needs detailed marking or can simply be acknowledged. The quality of marking will be judged on the impact it has on children's learning.

Teachers will always provide children time to respond to comments, this should take place at the beginning of every lesson

Highlight with a highlighter pen three places (if possible) where the child has best achieved the steps to success. If comments are needed in addition to the highlighting they should be added briefly in the margin or at the end of the work.

### Spelling Punctuation and Grammar:

This should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time. They should not be told to correct all spellings but rather those which they can be reasonably be expected to know i.e. high frequency words or those which have been the subject of prior spelling rules.



**Self-marking:**

Children should self-evaluate wherever possible. Children can identify their own success and look for improvement points. Plenaries can then focus on this process as a way of analysing learning

**Share Marking:**

Using one piece (teachers should use their discretion as to whether or not it should be kept anonymous or be from another class) displayed on the interactive white board, model the marking process and highlight pertinent teaching points. This should happen regularly.

**Paired Marking:**

Before the end of the lesson, children should sometimes be asked to mark writing in pairs (from KS2 upwards unless teachers feel some children are ready for this at an earlier age). Children need to be taught to do this through extensive modelling with the whole class and establishing of ground rules (e.g. constructive feedback, confidentiality, listening well). Children should first point out 3 things they like (related to the steps to success) and then suggest 1 improvement.

**Symbols:**

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children (use symbols which are relevant to your class/age of children) and displayed visually in the classroom so children can use them to improve their work. Children who self correct can use a green pen to show changes.

**Literacy Marking Symbols**

O	Capital letter missing or wrongly placed.
—	Misspelt word.
↓	Missing punctuation.
^	Missing word
//	New paragraph
~ ~ ~	Does this make sense?
	Great work!
⌞	Extension work.



**Numeracy Marking Symbols**

✓	Question Correct
.	Incorrect answer
. ✓	Answer has been corrected
⌒	Extension work.

**Teachers Marking Codes**

T	Target
VF	Verbal Feedback
S	Adult Support given
I	Independent Work
GG	Guided Group

These marking codes can be used at the discretion of the teacher when needed

Jason... we did not get onto discussing the teachers marking codes so I have just put these in.  
 I thought I could send the policy to staff and get them to put any changes they would want in red?

**Marking may be done by:**

- Teacher alone
- Teacher alongside child
- Child alone (self marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers

Policy written and adopted by governing body

Reviewed-

Ratified by Governing Body-

Date to be reviewed -