



Marking & Feedback Policy

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Document history

Issue 2: This is the original policy with a couple of minor of changes.

Issue 3: This is the original policy with some minor changes.

1 Purpose

This policy is intended to ensure consistency across the school in terms of marking practice and feedback to children.

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. The marking of children's work is a powerful means of communication between teacher and child.

Marking should encourage and motivate the pupil, improve learning and inform assessment. Through marking both child and teacher should acquire a clear picture of what they have achieved and where to go next in their learning.

2 Marking in practice

2.1 Self-assessment (pink pen)

Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria; self-assessment is not when children are given the correct answers by the teacher and they ✓ or •. Benefits from self-assessment are gained not from what is done but how it is accomplished. Where children self-assess, they should use the same strategy as teachers – identifying successes and areas that could be improved. With self-assessment, the child should know that the teacher is also looking at his/her work, and a comment from time to time should indicate this.

2.2 Peer-assessment (pink pen)

Children should be trained to evaluate a partner's work identifying successes against learning objectives, targets or success criteria and looking for points for improvement. Peer-assessment should provide pupils with a critical friend to support, challenge and extend each other's learning.

2.3 Teacher marking

It is important that staff provide constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Marking and feedback should:

- Be manageable for staff and accessible to children.
- Relate to basic skills, the learning objective, previous feedback or targets.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face and give verbal comments.
- Inform future planning.
- Use consistent codes (Appendix 1).
- Be seen by children as a positive approach to improving their learning.

3 Marking across the curriculum

Providing written comments can be motivating to a child. Positive comments have a beneficial effect on self-esteem. Comments on a child's work can highlight areas where the child has succeeded in achieving the objective, or pass a judgement that the child has either not achieved an objective, or failed to engage in the activity as he/she ought to have done.

For younger children, it is more likely that the written comment will have been discussed with them, whilst the work was being marked in their presence.

Staff should mark in green ink and a minimum of one in every third piece of work in a subject should require a response from the child to marking (purple pen). Mark codes have been included in this policy as appendices.

3.1 Numeracy

All pieces of work must be marked to show whether each answer is right or wrong. A dot rather than a 'X' is used to indicate mistakes. Marking requiring a child's response should include "Try this..." or a question that encourages reasoning.

3.2 Extended writing

Two stars and a wish should be used once a week either at the end of an extended piece or at the end of a unit where writing has been built up throughout several literacy lessons.

3.3 Other written work

In all areas of the curriculum, the child's attention should be drawn to the need for grammatically correct sentences and accurate spelling and punctuation. Marking needs to focus on basic skills and children need to correct their own mistakes following the marking code in Appendix 1.

Written teacher comments need to:

- include a positive comment linked to the teaching objectives;
- indicate something to improve and how;
- refer to previous feedback






Further pieces of work will show that the advice is acted on and secures children's progress.

Systematic and explicit marking means that children can look back over the comments made on their work to trace their own development.

Children respond in purple pen.

4 APPENDIX 1

MARKING CODE

Ach	Learning objective met.	}	Written at the top of the page by the LO.
P Ach	Learning objective partially met.		
N Ach	Learning objective not met.		
I	Independent		
S	Supported	}	
	A capital letter needs to be used or has been used by mistake.		
sp	Spelling mistake for which the correct spelling needs to be practised (X3).		
	Missing punctuation mark .		
<u>Word</u>	Word underlined, incorrect verb tense .		
<u>L</u>	Letter underlines, letter is wrong size, shape or orientation; modelled in margin and practiced (X3).		
	Beside an incorrect answer.		
	Between words to indicate a missing word .		
A	Amenuensis and initials of adult scribe.		
✓ ✓ ✓	To show correct answers and good choices, e.g. vocabulary, connectives or openers.		
Vf	To indicate when verbal feedback has been given to a child and a brief comment or word to denotes focus.		
Hp	House point awarded.		
//	Indicates where a new paragraph should start.		
	Identifies two strengths in work and one area for future development.		

5 APPENDIX 2

Examples

Vf: presentation

Teacher feedback that encourages reasoning:

- Why do you think that ...?
- Can you explain why that is right?
- How do you know?
- How did you reach that conclusion?
- What might explain that ...?
- How is that possible?
- Can you show me ...?
- Does it always work? Why?
- Self-assessment / peer assessment – pink pen
- Children's response to marking – purple pen