

Marking & Feedback Policy

The John Harrox Primary School



Approved by:	Governing Body	Date: 12/11/ 2024
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Introduction

Providing feedback on children's work is a fundamental part of the process of teaching and learning in our school and is an important part of the assessment process. We aim to provide a system of feedback that is consistent and continuous across each stage within our school. Teachers and teaching assistants will use their professional judgement to enhance the feedback process, taking into account the age and needs of the children and demonstrating a respect for the work produced, giving feedback and indicating the ways in which each child can improve. We recognise that feedback can be provided in a variety of ways including verbal, marking of work peer and self-assessment.

Purpose of Feedback

We recognise that marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of achievement.

Effective marking gives purpose to children's work and it assists in the evaluation of the quality of teaching and learning.

The main purposes of feedback including marking at our school are as follows:

- To improve standards of work throughout Foundation stage and keys stages one and two;
- To give praise and encouragement to the child;
- For the teacher to identify and act upon individual areas for development, therefore supporting individual progression (i.e. informed future planning);
- To encourage self-correction and accuracy;
- To offer strategies and methods to help develop independence;
- To ensure positive and constructive feedback to children;
- To redraft, revise and improve;
- To provide consistency of approach by all staff.
- To support the development of independent learning skills for children

Principles of Feedback

Feedback of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Feedback should be provided for all work, including homework.
- The marking of children's work should be regular and frequent.
- Teachers should look for strengths before identifying areas for development when marking work. The use of the agreed marking stamps should be used for this.
- Marking should be linked to LO/WALT/success criteria/targets.
- The focus for teachers written comments should be next step/developmental points, to correct misconceptions and provide the correct models or move the children's learning onto the next stage.
- Marking procedures and marking standards should be consistently applied across the school.
- The marking key should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Marking should inform planning and enhance children's learning. Annotations may be made on short-term plans which feed into further teaching and learning opportunities.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and other's work. Self-editing should be completed using the child's usual writing implement whereas corrections prompted by the teacher in red.
- Time must be made available for children to act upon marking comments to improve their work and develop their learning.

- Consideration must be given when marking to the level of prompting/scaffolding provided to ensure independence of learning and/or application of understanding is supported. For example opportunities for children to self-edit/correct work before areas for improvement or corrections are identified by the teacher/adult.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Marking provides information to parents upon their child's progress.

Marking as feedback

All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers and teaching assistants will mark work and give feedback to children about their progress and offer guidance on how learning can be developed.

Formative assessment means that the assessment information has some impact on teaching and learning, and, at its best, involves the child. Marking, and how marked work is followed up with the child, can play a further part in involving the child in improving and moving forward. In order for improvement to take place, the child must first know the purpose of the task, then how far this was achieved, and finally be given help in knowing how to move closer towards the desired goal. Effective marking can be reflected in all types of feedback.

Feedback needs:

- To be based on clear learning objectives/success criteria;
- To take account of pupil self-evaluation and independent approaches to learning;
- To highlight where success occurred and where improvement could take place;
- To be in a form which is accessible to the children;
- To give strategies for improvement;
- Allocated time in which to take place or be read;
- Some focused improvement, based upon the feedback, to take place.

The questions for teachers and teaching assistants should be:

- Can children read and understand my marking comments?
- Has the child had opportunity to self-edit/correct/re-draft their work before the teacher/adult prompts?
- Do my comments develop the child's learning?
- Do I allow time for them to read/access the marking comments?
- Do I allow time for improvement to be made to the work before moving onward, or do I expect the child to carry out improvement suggestions in another piece of work in a new context?

Children writing down objectives/markings against objectives (LO/WALT)

In order for learning to be tracked, the words of the LO/WALT need to appear somewhere on the work. The LO/WALT will be displayed in the classroom. Having a learning objective as a title or under a title gives a piece of work meaning. It will also help to focus the child to reinforce learning and to highlight targets.

Range and Types of Work to be Marked

Not all pieces of work will be marked in detail. Some will require less written marking than others than according to the objectives set by the teacher or the input/support already provided through, for example, guided group work. This will be identified using the appropriate code, see the key. The children will be made aware of LO/WALT and the success criteria.

In general:

- All marking will be consistent with each child's proven ability.
- All teachers, teaching assistants and supply teachers are involved in the marking process.
- The reading ability of the child will be considered when giving written marking. In some cases verbal feedback will be more appropriate.
- Across the school stamps are used to recognise achievement against the given LO/WALT. This is to reduce the amount of narrative while still recognising children's achievements.
- Where verbal feedback has been provided through guided group work then a code will be used - V.
- Marking may take place alongside the child and a dialogue between teacher and child will be seen through work/book.
- Corrections will be carried out by children in a different colour where it imparts upon the original piece.
- Children's responses to marking will be checked to develop a dialogue.
- It is important to widen the audience for children's work in order to demonstrate how it is valued e.g. response partners, class discussion, wall displays in classrooms and around the school, work assemblies, photographic recording, work on the school website etc.
- Rewards should be used when appropriate (house points, merit stickers, stamps, etc.).
- Throughout the school children will be encouraged to self-correct and self-edit their work.
- At the discretion of the teacher there will be times when the children will self assess their work using the traffic light system.
- Work is marked using green pen or pencil in Foundation Stage, Key Stage 1 and Key Stage 2.
- To aid teacher assessment teachers may use **I** to highlight independent work or **G** to highlight guided work. In key stages one and two where neither **I** nor **G** are used it is assumed work was independently completed.

Spelling:

- Not all spelling mistakes are to be corrected in a piece of work although the national curriculum age related expectations for spelling (such as the word lists) will be used to identify those spellings which will be expected to be corrected – consideration should be given to this for work to be used in displays.

Spelling to be corrected by children will be underlined or identified by sp in the margin. Teachers will use their discretion to correct other spellings. This will be by writing the correct spelling above the mis-spelt word.

- As the children progress through the Key Stages, they will be encouraged to check for themselves before showing the finished work to the teacher.

Punctuation:

- Punctuation to be corrected by the child will be identified through the use of a P in the margin. Teachers will correct other punctuation errors at their own discretion.

Self-editing

- All children should be encouraged to edit their work and self-correct. The emphasis should be on promoting children's independence and ownership of their work and learning. Therefore many opportunities to self-edit and re-draft work should be provided, followed by prompts through marking by the teacher, for further improvement. However the aim should be by Y6, children are competent at self-editing so the prompt from the teacher is minimal.

Mathematics:

- Reversed numbers to be corrected.
- In Key Stage 1 and in Key Stage 2 calculations are corrected and re-marked - ✓, x, or •.
- mark correct work with a ✓ and where appropriate a comment.



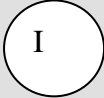


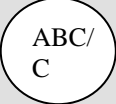

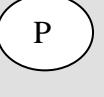
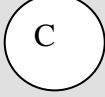




Mental Mathematics Tests:

- Mark a correct answer with a ✓
- Mark an incorrect answer with an x
- All examples that are missed out are classed as incorrect and marked with an x.

Review and Monitoring

- Within each Key Stage, regular moderation will take place to ensure consistency of marking.

**The John Harrox Primary School
Key Of Symbols Used For Marking**

	Verbal feedback		Peer marked
	Identifies independent work of note		Identifies guided/supported work of note.
✓TA/ST	Ticks initialled – Teaching Assistant/Supply Teacher		
	Finger spaces		Capital letters – FS/KS1
	Spelling	_____	Underline spellings to be corrected by the children
	Punctuation		Correction
✓ x ●	Correct answer Incorrect answer Think again!		House Point
  	Traffic Lights – used by children for self-evaluation.		