

Central Primary School



Marking and Feedback Policy

Our motto: Children are Central.

Introduction

We recognise as a school that academic guidance and feedback are really useful tools in supporting pupils in their learning. School staff spend a great deal of time and effort to ensure that pupils regularly receive feedback that supports their learning, and we seek through this policy to ensure that the feedback given is useful to the learning process rather than an administrative task. This policy sets out some approaches that we take to marking and feedback in the school which professionals working within the school will use to support the learning of the children that attend our school.

Aims

We mark children's work and offer feedback in order to:

- Help them make progress in their learning;
- Show that we value their work, encourage them to value their work and their progress;
- Gauge their understanding of their learning, identify misconceptions and help them overcome barriers to concepts, skills and knowledge;
- Give them a clear understanding of how they are progressing in their learning, where they have been successful and how they can improve in the next session and over time;
- Assess how pupils are achieving (in a lesson and overtime);
- Provide corrections to mistakes e.g. spelling, punctuation, grammar and content;
- Support pupils' self and peer assessment.

Principles of marking and feedback

There is a huge variety of ways in which feedback can be given. The following section relates to the written academic guidance of subjects that have exercise books in school and is a set of guidelines to support effective practice across the school.

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts and achievements made by the child.
- The marking should always be in accordance with the lesson objective and the success criteria for the lesson. With this in mind marking should set out the success criteria responded to in the form of 'Yes, you can' if they have met the success criteria; 'You are nearly there. NS Can you develop....' if they have yet to meet an aspect of their success criteria. If a child has not reached the expected learning in a lesson the statement should read: 'We need to look at this again together' showing the pupil that their learning is important, and there will be time set aside in the next lesson to work through this work with the pupil to reinforce their understanding and learning.
- Marking to success criteria should be used regularly but is dependent on the work completed. Where there is a need for Next Step (NS) marking the success criteria can be used (All writing should be next step marked with at least 1 example in all other books within for 3 pieces of completed work).

Further considerations

- Marking should always be clear and legible so that pupils (particularly in KS2) can read and respond to their feedback. Where children are unable to read feedback, it is important to give this feedback verbally during lesson time. Where discussions involving feedback have taken place a V (Verbal) will be placed in the book.

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time, these improvement areas may be taken from success criteria not yet reached or details that could be included in the work which enable pupils to reach greater depth and understanding in their learning.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. With pupils who have English as an additional language feedback should be clearly explained to enable understanding.
- Feedback may also be given by a learning support assistant, or through peer review.
- Feedback can be provided in a variety of ways and it not always recorded. Staff may review work and use this to inform their lesson (e.g. all children have a misconception in their work which needs addressing in an input to a lesson/ Errors that were made by many children may not be detailed in all books but should be noted in the planning for subsequent lessons, in order to assist learning)
- Feedback must be timely to be effective. Marking will normally be done before the next lesson in that subject, and without fail within a week of the work being completed.
- In Maths, where a pupil has made a number of errors a dot should be placed next to the errors rather than a x so that the pupils is not daunted by their mistakes when they receive their work back but instead can focus on reinforcing the learning with their teacher.
- All marked work should be initialled by the person providing the marking and dated to show when the work was marked. In the event of a supply teacher marking the work, the initials should be replaced with 'supply'.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Highlighting may be used to draw pupil's attention to aspects of their work where it is appropriate to do so (e.g. highlighting the effective use of linking phrases in Upper KS2 in their extended writing/ highlighting adjectives in KS1 work/ linked to the focus of the learning objective)
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- In order to encourage a positive response, all development comments should be phrased as a constructive statement on how to improve (e.g. Can you add adjectives to describe your nouns? For example the **black, old** cat)
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems, recognising and rewarding good work regularly.

- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work allows children to identify where they have a development need and can support their understanding of misconceptions.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Pupils should be encouraged to respond to their marking through their next piece of work, and indicate, through initialling, that they have read and understand their feedback.

Table of Feedback Symbols

The symbols detailed in the table below are symbols that we use in marking children's work. This is not an exhaustive list and from time to time other symbols may be used.

Marking Symbols for English and English based subjects	Meaning of symbol	Marking Symbols for Maths	Meaning of symbol
//	New paragraph needed	✓	Correct work
_____sp	Spelling mistake	X	Incorrect work
~~~~~	Meaning not clear	.	Incorrect work where many answers are incorrect
□	Inappropriate use of word	?	Can you try this again?
○	Punctuation missing/ including full stops and or capital letters	V	Verbal feedback
1:1	1:1 Support	1:1	1:1 Support
V	Verbal feedback given	I	Independent
<del>Word</del>	Duplicated or unnecessary word	S	Supported work
^	Word missing	G	Guided Work
S	Supported work	I	Independent
G	Guided Work	NS/ NT	Next Step/ Next Time
I	Independent		
NS/ NT	Next Step/ Next Time		

### EYFS

Marking and feedback for Reception and Nursery aged children is covered in the Foundation Stage Policy.

## Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

We will always strive to ensure that our marking and feedback supports our work to eliminate discrimination and support all pupils in their learning.

### Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

This policy links with other policies for Central Primary School, including the Assessment Policy, Handwriting and Presentation Policy, and the curriculum policies.