



Introduction

This policy recognises the vital importance of regular and timely feedback to pupils. It sets out the processes to be followed and the standards expected of teachers.

Linked Policies

This policy should be read and considered alongside the following other policies:

- Curriculum
- More Able Children
- Special Education Needs
- English
- Mathematics
- Teaching and Learning

Aim of the Policy

- To ensure that all children have their work marked in such a way that will inform future teaching and learning and therefore is likely to improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.
- Marking of children's work will reflect the Mission Statement and the aims and objectives of the Teaching and Learning Policy.

Principles

- Marking of children's work can have different roles and purposes. It can involve both written and verbal feedback.
- Marking purposes should be planned as part of the medium and short term planning processes.
- Marking should be linked to the learning objective, which should be explicit from the start of the lesson and linked to pupil targets as appropriate.
- Marking should inform the child of the way forward.
- Marking should model correct grammar and spelling. Handwriting should be neat and consistent in own style.

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Aims

Our aims are:

- To provide individual feedback to children whenever possible/appropriate.
- That marking will be regular and frequent, whether it is verbal or written.
- To look for strengths before identifying areas for developments and the way forward – following the assessment for learning principles.
- To provide opportunities for positive public feedback concerning work which is a high achievement for particular children (e.g. in assembly).
- To share success with parents by sending a letter home from the Headteacher or class teacher.
- To ensure procedures and standards are consistently applied across the school
- To ensure children of all abilities have access to the marking criteria and understand the meaning of the marks/markings they receive
- To inform parents of the school's marking and feedback procedures to promote shared understanding of the purpose of marking
- To ensure marking procedures reflect the policies of Teaching and Learning, and Assessment, Reporting and Recording Achievement
- To ensure marking procedures are in line with the wide range of ways in which the school recognises and celebrates children's achievements
- To ensure assessments are used to inform the teachers' judgements concerning children's progress and to inform teachers' planning, records and reports
- For the child or teacher to clearly identify the focus of marking at the beginning of a piece of work linked to the learning objective
- To involve children in the feedback process through discussion with adults and peers – shared marking, use of talk partners, marking buddies etc.
- To share success criteria with pupils at the beginning of the lesson, *where appropriate*, to ensure a positive learning outcome.

Desirable Outcomes

- There will be an improvement in children's learning
- Children will become more self-confident and develop greater self-esteem
- Children will become more involved in their own learning and assessment as well as that of others and will develop greater awareness of what is expected of them.
- Parents will develop a greater understanding of the school's philosophy regarding the purpose of marking and giving feedback and of its usefulness in terms of children's achievement and progress
- There will be consistency in marking across year groups, between years and across key stages
- Targets and marking will be used to inform the teaching process.

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Procedures

The following agreed procedures for marking children's work should be implemented by all staff:

- Marking is the responsibility of the class teacher and should only be carried out by those deemed to be suitably equipped to fulfil the task to the required standard. Work should be marked as soon as possible after completion.
- TAs are encouraged to annotate / comment on work as they assist pupils. They should initial any comments made to identify it as made by the TA.
- Work should be marked **primarily** according to the curriculum focus i.e. in a piece of science work, correct the science, not the English content, unless there is an English objective that has been planned as a focus and shared with the children. **However**, every opportunity should be taken to support / correct English and Maths skills.
- The marking focus is made explicit and links to the learning objective.
- Work that is correct should have a positive, relevant comment made on the work by the teacher, which should suggest the way forward where relevant.

When correcting a piece of work, the following procedures should be implemented:

| | | |
|--|--|---|
| Spelling error: Grammatical error: Punctuation error: Error with capital/lower case letter: Sentence doesn't make sense: | } Wavy underline and correct as appropriate | On monday we went out. We played out night last. |
| New sentence needed: | | / (full stop and capital letter) |
| New paragraph needed: | | // (write NP as well) |
| Learning objective achieved: | | LOA |
| What you did really well: | | Any positive comment or stamp |
| Next steps: | Next | |
| Supported work: | Initials of person or stamp | |
| Omission: | ^ | |
| Work discussed with child: | V (and circle what talked about / discussed) | |

- These symbols should be shared with parents and children and displayed in every teaching room.
- Incorrect calculations should be marked with a  and then corrected by the child. Crosses should not be used.
- GREEN pen should be used for all marking by the main class teacher.
- Purple Pen: Self-Correction; Pink pen: Peer Assessment; Blue: Development

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- Time should be built into the week to reflect on next steps; look at comments made and complete any corrections or necessary tasks.
- If children make neat copies of their work after it has been corrected, original must be kept as an indication of their progress.

The following code of practice for marking pieces of work should be implemented by all staff:-

- Work should be marked regularly, frequently and as soon as possible after completion, preferably in the presence of the child. This should be kept up to date.
- When marked work is returned to the children, there should be some kind of verbal feedback, either individually or as a class and some reflection time
- Where appropriate, a brief comment, positive and constructive should be made on the work. The comment should be informative (i.e. not just – good, excellent)
- Work should be marked in relation to the learning focus.
- Marking is an integral part of the teaching and learning process and as such should be an integral part of the planning process.
- Marking can be completed by children and is a very useful strategy for improving standards, provided that they follow policy.
- Children will be asked to write in Handwriting pen, when their teacher feels that their writing is of a sufficiently good standard in terms of: cursive formation, style, size and fluency.
- If a child has been put onto pen, then they should write in pen at all times apart from in jotting or maths books and the same colour of ink should be used throughout the book.
- In maths, all children should write in pencil.
- Children must not use liquid paper. One neat ruled line should be drawn through any mistake.
- Rubbers are to be used with discretion.
- It is recommended that teachers select a focus group from their class each lesson to mark in greater depth (preferably alongside pupils). In this way, every child will be focused on regularly and receive comprehensive marking of their work to indicate progress, understanding and the way forward. Other children's work must still be marked using the procedures items in this document.
- Marking should inform the selection and completion of pupils' targets.
- It is perfectly reasonable for staff to use stamps to assist them in marking and feedback.
- Children should be encouraged to use purple pen to show their corrections. Staff should mark in green.

Policy Information:

Date adopted by the governing body:

September 2016

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Policy Written by:
Reviewed:
Policy Review Date:

Magnus Smedley
September 2017 (MA)
September 2021

Signed:

Chair of governors:

Headteacher:
