



Marking & Feedback Policy

Objective

To ensure that all children are supported in progressing their learning by valuing their mistakes and celebrating their achievements in such a way that is likely to develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children. This is the most effective "in the moment" feedback.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths and identify areas for improvement that can be planned into later lessons or for intervention sessions.
- Marking should be linked to learning objectives/targets in some cases.
- Teachers should look for opportunities to provide positive public feedback.
- Marking procedures and marking standards should be consistently applied.
- Children should understand the meaning of the marking they receive.
- Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Recording and Reporting and in keeping with a wide range of ways in which the school recognises and celebrates achievements.
- Scores should be used to inform teacher's judgments concerning progress and to inform teacher records and reports. Weekly tests should be marked by the children, if at all possible so that they can learn from their mistakes.

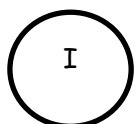
Guidelines for correcting work

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

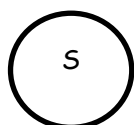
- Children's work should be marked when beneficial for the child or during the lesson
- In EYFS, work should be marked in the presence of the child
- Most of the time, verbal feedback and praise will be given and stampers and stickers will be used to encourage and praise the child's efforts
- The learning objective (LO) focus for the lesson should be highlighted by the teacher to show whether this has been achieved: green highlight = objective achieved; orange highlight = objective partly achieved
- Incorrect spelling of high frequency words or topic words should be highlighted in yellow for spelling correction by the child (it is at the teacher's discretion as to how many are underlined in any one piece of work).
- A green highlighter is used in independent writing by the teacher to highlight key word classes or phrases that link to the learning objective. This is used in the lesson to help provide immediate feedback.

- An orange highlighted line, is used where there is missing punctuation to help focus the child's editing.
- The child will be given time to correct spellings
- If children make neat copies of their work after it has been corrected, originals may be kept to show to parents/carers as an indication of progress
- When marked work is returned to children, there should be some kind of verbal feedback either individually or as a class In both Key Stages, time is given for feedback sessions during the week.
- In KS1, symbols will be used to prompt children about possible improvements
- In KS1 and KS2 a whole class marking sheet may be used to record marking results and to feed into future lesson or intervention planning (at the teacher's discretion)
- In KS1 and KS2, opportunities are given for the children to peer assess each other's work, using symbols and simple positive comments that have been modelled by the teacher
- In KS2, children are expected to mark their own big write pieces against the success criteria which has been generated by the teacher or class as a whole
- In KS2 a balance of peer and self-assessment of a big write piece happens alongside teacher marking
- If no "I" or "S" on their work, one can assume that the piece has been completed independently.
- In EYFS the child's voice about their work is added in a yellow speech bubble.

Marking codes and symbols



Independent work



Supported/Guided work

Incorrect spelling highlighted in yellow

Learning Objective green highlighted LO by the teacher = objective achieved

Learning Objective orange highlighted LO by teacher = partly achieved

Self-assessment codes



Green box or smiley face drawn by the child on their work = I understand and think I have achieved the objective



Orange box or smiley face drawn by the child on their work = I think I need to do this again



Red box or smiley face drawn by the child on their work = I am not sure, I need more help

Marking in English - Big write/Independent writing

Year 1/ 2

The children use the success criteria on their page or on their writing ruler to assess their writing, working with a partner, or a teacher/LSA. They are given time in lessons to

Proof Read – read aloud and make corrections in spellings or missing or incorrect punctuation.

Revise – Remove words or phrases from the text to improve its effectiveness.

Additions – Add words, phrases or sentences to enhance the text effect.

Key word classes or phases highlighted by the teacher to show achievement of LO

Missing Punctuation

Year 3 onwards

The children continue to use success criteria to assess their own writing, now independently. They highlight their own work, and also complete their own next steps which the teacher will then check and amend if they deem necessary.

Key word classes or phases highlighted by the teacher to show achievement of LO

Missing Punctuation

Marking in Maths

The Learning Objective will be highlighted by the teacher, using the system explained above. In years 3 and 4, children are encouraged to RAG their work and at the end of a block of work, identify a concept to develop. In years 5 – 6 children are then encouraged to reflect on their success in the lesson, identifying a concept to develop, sometimes recording ideas. House points and silver stars may also be awarded.

See examples of marking in maths.

Marking in other subjects

The Learning Objective will be highlighted by the teacher, using the system explained above. Praise stickers and stampers will be used to encourage and reward good work. House points and silver stars may also be awarded.