



Woolden Hill
Primary School

Feedback and Marking Policy

Date agreed: June 2013

Review Date: June 2014

Leader: BJ

Governor Link:

Feedback and Marking Policy

Principles/Rationale

Feedback, as part of assessment for learning, is most effective at the point of learning so an ongoing teacher/pupil dialogue which provides constructive feedback is an integral part of every lesson. Marking is part of this process of feedback and should ensure that children improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. We recognise that marking of children's work can have different roles and purposes at different times and that it is most effective when carried out alongside the child.

We aim to ensure a consistent approach across the school, although there will be some differences that reflect children's stage of development. Feedback will reflect our high expectations for written work across all curriculum subjects.

Our marking policy is embedded in the Assessment Policy.

The purpose of feedback/marking is:

- To enable children to develop as independent learners through helping them to understand where they are in the learning process, where they need to go and how to get there
- To celebrate the achievements of individuals and the whole school
- To measure the progress of pupils
- To check for standards, individually and within the class
- To inform planning through identifying gaps in learning.

Teachers will:

- carry out marking regularly, frequently and promptly;
- acknowledge all children's work – at times a motivational response; such as a tick or short acknowledgement comment will be sufficient;
- carry out developmental marking for literacy and mathematics at least once a week which will indicate next steps and include a prompt for pupil response
- relate the marking to the learning objective and success criteria/targets;
- ensure marking indicate strengths as well as next steps;
- ensure marking helps children to understand what makes 'my work good', helping pupils move from feeling proud of a piece of work because 'it is neat' to recognising they are been successful in their learning because 'I used adventurous vocabulary';
- ensure comments are legible and in the agreed handwriting style, appropriate to the child's stage of development;
- ensure pupils are clear about how they should respond to feedback allow time for this;
- explicitly teach the skills of responding to feedback;
- work with parents/carers to explain the marking and feedback policy;
- explicitly teach children the skills of marking, self-evaluation and peer assessment and give them opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made;
- display the marking criteria in each classroom;
- ensure that literacy skills are part of the focus for marking in other areas of the curriculum;

Spelling and Punctuation

Teachers will mark these on an individual basis, identifying those errors for correction that children should be expected to know, linked to age-related expectations, children's ability and current teaching focus. Children must be reminded to check basic punctuation before handing work in. As a general rule in KS2, if children have missed out basic punctuation, they should be expected to

correct it themselves and time must be given for this. No more than three spellings should be identified in each piece of work. The teacher will identify the spelling errors by putting **Sp** above the word and the children are expected to write the correct spelling in the margin.

Pupils will:

- Try their hardest and take care in order to produce work of a high standard
- Demonstrate their understanding of the importance of presentation and punctuation
- Self assess where appropriate using the traffic light system, which is displayed in every class.
- Aim to make improvements to their work in relation to feedback given
- Contribute to success criteria identified in lessons
- Understand how to respond to their peers work sensitively.

Monitoring and Evaluation

The Senior Leadership Team will review the implementation of this policy by:

- At least half-termly work scrutiny
- learning walks
- discussions with pupils

Analysis will be made and feedback given to staff.

Symbols/strategies for marking

I for FS/Y1 to indicate that work has been carried out independently (For Y2 onwards the expectation is that work will be independent unless otherwise indicated.)

VF verbal feedback has been given

1:1 one to one support

G Guided work

Sp spelling to be looked up and corrected

// **new paragraph needed**

? does not make sense

w/c whole class

CAT come and talk

- Green pen will be used for writing teacher's comments and teachers' handwriting will model the school handwriting policy.
- Teachers will use a gold/yellow highlighter to indicate examples of where the children have been successful and a green highlighter to indicate an area for improvement that children will be expected to respond to. General guide is 'two stars and a wish'.
- Improvement or developmental prompts should be appropriate to individual pupil needs
- If work is marked by a HLTA or supply teacher, this should be indicated on the piece of work.

Examples of Marking Improvement Prompts

1. A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:
Say more about how you feel about this person
Many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe A question
how this person is
“a good friend”?

or

Describe something A directive
that happened which
showed you they were
a good friend.

or

He showed me he was An unfinished sentence
A good friend when
..... (finish
this sentence)

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases

Choose one of
these or your own:

He is a good friend because
he never says unkind things
about me.

My friend is a friend
because he is always nice
to me.