



MARKING AND FEEDBACK POLICY

Why we mark

Children's work is marked so that the child is informed and encouraged. It is a means of giving positive feedback to the child. Marking is also diagnostic as it can highlight areas of difficulty and thus inform the planning for each child (Assessment for Learning). Marking is perceived as a means of identifying a child's next steps and raising standards. It provides an indicator for parents so that they might judge both their child's progress and attitude to work.

Frequency of Marking

All English work, maths work and home learning is to be marked before the start of the next lesson (this may take place during the lesson which allows for immediate feedback). In the case of a long-term projects in the foundation subjects, work might not be marked until the completion of the project. The books of our disadvantaged pupils are to be marked first.

Involving Children in Marking

The most effective marking is done in discussion with the child, so that the marking is a clear reflection of that discussion. This is not always possible but teachers should take every opportunity for this to happen. Marking together in small groups is often more effective than working with individual children. Verbal feedback is a valid method by which teachers and teaching assistants provide feedback, this should be recorded when given by using VF.

Self-Marking

Children should be taught to mark their own work when appropriate (especially appropriate for KS2) - if there are clear answers to the questions which have been set, children may be capable of using answer books and sheets fairly and sensibly and should be encouraged to do so. They should be taught that a wrong answer indicates a need for checking what has gone wrong, rather than simply accepting a mistake has been made. Teachers will regularly check to ensure that the children are using the self-marking scheme properly. Marking ladders can be introduced to children, in order that they identify successes and are aware of next steps.

Peer Marking

Children should also be taught to help each other in marking work. Using 'talk partners' they can discuss each other's work, giving support and advice to their peers. It is important that any joint work is beneficial for all the children involved. The children can use highlighters (Tickled Pink/Green for Growth) to identify successful areas and areas to be improved. Pupils can set each other suitable targets to improve their work. This can greatly benefit all children and especially the More Able and Talented pupils.

Scope and Focus of Marking Content and Structure

Decide on a specific focus (e.g. the learning objective) and a specific group of pupils. When marking indicate how much support was provided using T=Teacher support/TA=Teaching Assistant and I=Independent. The marking objective chosen should be linked to the teaching objective 'We Are Learning To' (WALT) for the piece of work. Markers should mark in a contrasting colour pen. See Appendix 1 for full list of marking symbols.



Presentation

Children should be taught, progressively to set out and present their work, in an appropriate format and style, with clarity and neatness. In the Early Years Foundation Stage (EYFS), Key Stage 1 and 2 all work should be titled and dated either by the child or adult. In KS2, children will place the date at the top left and written work will contain a WALT or title.

Teachers should encourage:

- consistently well-presented work. Not all work will be redrafted; therefore, all efforts should be reasonably neat and well presented.
- children to neatly cross out, using a single line through the word. In some circumstances rubbers may be used.
- children to initial the teachers comments when they have read them if there is no specific follow up work or response indicated.
- children will respond appropriately to marking / feedback by correcting spellings, answering questions etc.
- In maths books: date underlined; WALT and a 'traffic light' circle to be drawn in one square (coloured red, orange or green), to indicate the child's own confidence in their learning.
- Book covers should be clean and all classes are to use name labels.



Appendix 1:

SYMBOLS TO BE USED WHEN MARKING

Achievement	Highlight in pink for positive praise or when meeting the WALT
Error	Highlight in green for errors such as punctuation and spelling.
☺	Good effort
☺ ☺	Excellent effort
->	Turn this letter or number around
🗨	Positive comment and future target / point of focus
P	Punctuation error
VF	Verbal Feedback given
G	Grammar error
?	Meaning not clear
C	Corrections
^	Missing Word
//	Use a new line or new paragraph
✓	Good idea or two ticks for a very good idea
↔	Change the word order round
GW	Guided Writing
T/TA/HLTA	Teacher support/Teaching Assistant support / Higher Level Teaching Assistant
I	Independent work
Sp	Spelling error
X	Error

This Policy was reviewed in September 2017

Next review date is September 2018

