



Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

Marking & Feedback Policy

Date of Approval: Autumn 2017

Date of next review: Autumn 2020

Introduction

The aim of our school marking & feedback policy is to ensure teachers address all key pieces of work therefore helping the children to improve their learning.

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. The most successful marking encourages the child to grow in confidence and to try harder next time. It needs to be positive, clear and appropriate in its purpose. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Our marking and feedback will:

- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Promote the child's self-esteem, interest and respect for his/her work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- Be manageable for teachers

The principles behind marking and feedback:

- should be fair and consistently applied by all staff including supply staff
- should be positive and constructive whilst recognising areas of difficulty
- should be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them
- the criteria should be established before the work begins

- should be undertaken as soon after the work is completed as possible and, where possible, the pupils should be involved.
- where appropriate misconceptions will be addressed through improvement tasks
- where appropriate challenge tasks will be set to deepen understanding
- when appropriate children will be taught how to self-mark effectively
- marking needs to offer positive benefits to teachers, pupils and parents/guardians

Marking Strategies for English

- will sometimes consist of ticks and crosses and is appropriate for closed tasks or exercises
- age appropriate spellings will be corrected in a child's writing
- when possible, children may self-mark individually, as a group, or as a class in yellow highlighter. KS2 will be trained to self-evaluate, identify their own successes against learning objectives and look for points for improvement
- will focus primarily on the success criteria where a success criteria or learning objective
- work will be highlighted in pink (success), and green (improvement) to indicate success and improvement against the success criteria or learning objective by the member of staff
- may include relevant comments including quality of content, quality of expression, technical accuracy and the commitment shown in the writing
- punctuation will always be addressed as appropriate to each year group

Marking Strategies for Maths:

- will indicate accuracy of work using pink and green
- a challenge task may be added to deepen understanding (indicated by C)
- supplementary work may be offered to reinforce concepts or consolidate learning (indicated by R)

- misconceptions that are addressed through rapid intervention will be indicated by M
- incorrectly formed digits, symbols, misspelt key vocabulary, and punctuation must be addressed
- logical presentation will be encouraged, poor presentation will be addressed when appropriate

Marking Strategies for Cross-Curricular Work:

- the same expectations in English and maths will be reinforced across the whole curriculum

Children's Response to Feedback:

- children will be given the time to address misconceptions, reinforcement and challenge tasks

Marking symbols:

S	Supported by an adult
I	Independent work
PW	Paired work
V	Verbal feedback
Sp	Incorrect spelling (child self corrects)
P	Attention to punctuation
G	Attention to grammatical error
//	Start a new paragraph
^	Missing word/s
?	This doesn't make sense

All work marked by anyone other than the class teacher should be initialled.