

# Marking and Feedback Policy



Marking and feedback are intended to encourage and motivate our pupils whilst assessing, informing, directing and rewarding them. This leads to improvements in standards.

## **Reasons for Marking:**

- To reward children's effort and celebrate achievement.
- To provide children with information relating to their achievements.
- To improve children's learning.
- To assess what a pupil has learnt and what they need to do next.
- To aid planning.
- To identify A&T and SEN groups.
- To communicate to parents about pupil progress.
- To empower and engage children in their learning.

## **Principles for Marking:**

Marking should:

- Be based on clear learning objectives.
- Be directly linked to the success criteria.
- Encourage and motivate the children.
- Highlight any success and give strategies for improvement.

Whenever possible marking should take place with the children. Verbal comments can be made to share success and improvements and the symbol VF should be used to show that verbal feedback has taken place with that particular focus group.

## **How do we mark children's work?**

Black pen should be used to make comments, however, defacing work by writing all over it is unacceptable.

Marking should always be initialled by the adult marking the work (if not the normal class teacher).

The literacy and maths marking strategies should be used throughout the school to ensure consistency.

A green highlighter should be used to show achievements and a pink to highlight where improvements are needed: Green for Good, Pink to Make you Think!

The type of marking must fit the situation for example the feedback given in art is often verbal and therefore no written feedback would be expected.

Whenever possible comments should be positive and should highlight what the children have done well and what they need to do to improve, however, unacceptable work will be commented on.

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Improvements can be given in the form of a reminder prompt, an example prompt, a scaffolded prompt or an open question depending on the ability of the child.

All adults marking children's books should mark to the success criteria, comments like 'Well Done' and 'Good effort' do not tell the children what they have done well and so are meaningless and will not raise standards.

Children should receive at least one detailed piece of written marking once a week for literacy.

Where possible, marking will be 'live' in Maths lessons, giving instant feedback

When correcting spelling, don't correct the whole piece, chose up to a maximum of 5 misspelt words.

## **Features of effective feedback:**

Time should be allocated after target marking, for children to read targets and act on improvements.

Children should be encouraged to take part in self-evaluation, peer marking & paired marking.

Verbal comments can be given to individuals or groups (VF written in children's books).

## **Presentation of pupil work:**

When a child is working at a reasonable level:

Date & title should be included in all work. Date should be written out in full in all books except numeracy where the numerical date should be used. The date needs to be written on the top line (right), with the second line missed and the learning objective written on the third line.

All books should be kept neat and tidy with an adult writing the name and subject on the front cover.

If children make a mistake in their books they should draw a line through it with a ruler and continue to work; they must not scribble in their books.

When completing an extended piece of writing, over more than one day, it is acceptable to use the short date in the diary to allow the piece to build.

## **Reminders:**

Modelling of marking needs to take place before children can identify their own successes and that of their peers and identify ways in which work can be improved.

Time needs to be given in lessons for improvements to be made.

Use of child's name in written comment personalises it.

Immediate Verbal feedback should be given wherever possible.

Work should be marked alongside the children wherever possible.

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Self marking/evaluation against shared learning objectives/agreed criteria can help empower a child to realise his or her own learning needs to have control over future targets.

<u>Mark</u>	<u>Meaning</u>
//	New paragraph needed
^	Something missed out
Sp	Spelling mistake
V	Improve Vocabulary (highlight word)
G	Grammatical error
P	Punctuation error
√	Good point.
√√	Excellent point.
OA	Objective achieved
O	Circle letter that should be a capital (KS2 to mark as a grammatical error)
VF	Verbal Feedback
G	Guided Group
WS	With Support
RD	'Review and Do' session (incl Maths intervention)
Green highlighter	Good point / meets success criteria
Pink highlighter	Development point

This policy will be reviewed: Spring 2019

Adopted by Governors: Spring 2018