

The *Active Learning* Trust



Title: Marking and Feedback Policy

Date written: Autumn 2020

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Marking and Feedback Policy 2020

1. Aims

This policy has been written to a) provide a consistent approach to marking across all year groups and b) provide children with constructive and purposeful feedback.

2. Introduction

Marking and feedback are essential elements of successful teaching and learning. Children cannot make accelerated progress if they do not know how to do so. Within the Government's Marking Policy Review Group's report, it states that effective marking and feedback is Manageable, Meaningful and Motivating. Also from this group's report, it states that:

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Our starting point is that marking – providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.

Given this information, our teaching staff have created a new policy; one that meets the three aforementioned 'M' words alongside reducing unnecessary workload.

3. Marking and Feedback

3.1 Definitions

Marking and feedback are slightly different. Marking is the physical annotations on a child's piece of work. Feedback can be written or verbal and is used to improve a child's understanding of their next steps. Research shows that feedback is an essential element in a child making rapid progress.

At Kingsfield Primary School, we have created a bespoke marking code (please see section 3.5) that compliments the feedback teachers give children on a daily basis.

3.2 Expectations

There is an expectation that all pieces of work are marked on the day of completion. Where children have self or peer-assessed, the teacher is still expected to acknowledge the work for effort and attainment. We also expect basic skills to be marked in all books regardless of subject. Where we believe a child can spell a word and has just made a mistake, the teacher uses 'sp' in the margin so that the child has to identify which word needs correcting.

Handwriting and presentation should also be monitored by the staff and complimented with daily handwriting sessions.



The frequency of Next Steps should be dependent on the children's learning each day. There is an expectation that children should receive at least two Next Step comments per week in English and Maths and once a week for Science. Foundation subjects should also have appropriate Next Steps on a regular basis.

3.3 Comments

There is an expectation that all work will be marked. Answers to questions need to be ticked if correct and sometimes modelled if they are incorrect. Misconceptions should form your starting point for the following lesson. Comments are necessary but do not need to be overly detailed. They should be challenging the child's attainment against the learning objective or identifying ongoing misconceptions.

3.4 Self-Assessment

Children are expected to self-assess their work regularly. If they are assessing every lesson as 'understood', teachers should be adapting their planning to offer more challenge.

3.5 Marking Code

The following marking codes should be used in books. Independent work is the expectation unless otherwise coded.

L.O.	Learning objective.
VF	Verbal feedback has been given – there is no need to record this feedback in the book.
G	Work was guided / supported by the teacher.
I	Independent work.
N.S.	Next steps are recorded beside the code to move learning on.
↑	An upwards facing arrow records that the learning objective has been achieved.
→	A sideways arrow means the learning objective was partially achieved.
Sp.	Spelling error. This code is recorded in the margin for KS2 and above the word in KS1.
P	A basic skill needs correcting. This could be a presentation, punctuation or a grammar issue.

4. Presentation

We believe that presentation of work is very important to building children's self-esteem. It allows adults and pupils to read work back which in turn supports appropriate feedback to be given. Our expectations are as follows:

All children should be encouraged to write the learning objective and long date in their exercise books. Where there are specific barriers to doing this, they should be supported by an adult within the class.

In Early Years and Year 1, children should be taught correct pencil grip and formation of letters. This should be acknowledged during marking and verbal feedback.

In Year 2 and beyond, we should be encouraging children to use joined handwriting to aid muscle memory and writing speed.



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In our books, children need to:

Write the full date on the right side of the page and underline it.

Write the L.O. on the left side of the page and underline it.

A line should be then be left between the L.O. and the opening sentence.

U	s	e		o	n	e		s	q	u	a	r	e		p	e	r		d	i	g	i	t	.			
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Children will be taught to use the correct letter formation. The letters are as follows:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z