

MELBOURNE INFANT SCHOOL
Developmental Marking and Feedback Policy.

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Melbourne Infant School.

Rationale

Mark Less, Mark Better

The recipient should be working harder than the donor i.e. the teacher should have less work to do when marking in comparison to the child.

Melbourne Infant School is committed to providing relevant and timely feedback to pupils, both verbally and written. When possible this feedback will be in the moment. The learner is actively engaged in the process. Marking values the pupils' learning, helps to diagnose areas for development or next steps, and evaluates how well the learning task has been understood.

At Melbourne Infant School, we aim to:

- Provide consistency and continuity in marking across the school so that children have a clear understanding of expectations;
- Use the policy as a tool for formative ongoing assessment;
- Improve standards by encouraging children to try their best and improve on their last piece of work and make progress;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be written using grammatically correct sentences (left to right) and with accurate letter formation.
- Be timely to ensure impact.
- Allow time for the children to read or listen to, reflect and respond to marking.
- Consistently followed by all adults working with children in the school.
- Give clear actions for improvement.
- Involve all children in the process (whether verbally or written), to ensure equality across subjects and abilities.
- Provide information for the teacher on the success of the teaching.
- Relate to the learning objective of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Self and Peer assessment are used effectively - whether this be written or verbal.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective in all areas of the curriculum. Tick when giving written and verbal feedback, to enable children to see the success.
- Enlarged non negotiables for children to use during the writing activity.
- Link marking to targets: individual Special Educational Needs and Disabilities - (SEND) groups.
- Common spelling mistakes (CEW) and incorrect letter/number formation will be underlined and children will be required to correct it - either independently or with support from the teacher. Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be underlined, only words that an individual child should be reasonably expected to know. Teachers will then use this to inform future planning.
- Highlight common exception words (Ninja words) - linking to expectations of that year group.
- Misconceptions addressed and actioned.
- All marking will be carried out in green.
- Using key below identifying with I,G or S.
- The adult group should overwrite any writing that is not legible as appropriate.
- Where appropriate children will participate in both peer assessment (PA) and self-assessment (SA) of their work.
- When children make a mistake and or correct their work after an action of editing, they will cross through the mistake with a neat line.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. If appropriate, any verbal feedback which is given during work will be shown by the children editing work/ completing actions.

2. Peer Marking - where appropriate

Children are encouraged to support each other and feedback on learning and achievement. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or marking strip. The pairing of children should be based on ability and trust.

Monitoring

Marking and Feedback will be monitored regularly by the Senior leadership Team.

Review and Evaluation of the Policy

The policy will be reviewed every two years, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Marking Work September 2025

Expectations of presentation by both staff and children must be high. Children to put one line through a mistake if not using a rubber. No scribbling out.

All staff to use ink.

All work must include a date.

When marking against objective use the annotations below to show how much support was given.

On objective - highlighting of work will also show how much the child has met the objective.	✓ if met consistently - some evidence no evidence
I	Independent
G	Guided
S	Supported (sit alongside child but no academic support given)
✓	Correct answer
.	Look again/ check - incorrect answer
_____	Underline if action needed. Child to correct.

When correcting spellings (words appropriate to child's age and phase), highlight misconceptions and annotate the spelling e.g. see below

e.g. m i n i t e