



SEABRIDGE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

‘Working Together To Be The Best We Can’

Approved by Academy Council

Date Approved:

Review Interval: 2 years

Last Review: November 2024

Next Review: November 2026

INTRODUCTION:

At Seabridge Primary we take a professional **and consistent** approach to marking, and recognise the importance of feedback as an integral part of the teaching and learning cycle.

All our children are entitled to regular and purposeful feedback on their learning, which is part of our assessment process. The marking of children's work is consistent, valued and understood by children, staff, parents and carers. Teachers' planning is informed by evaluative reflection on the marking completed.

DEFINITION:

Marking is the interaction (verbal or written) between teacher/teaching assistant and pupil which enables effective learning with quality, consistency, continuity, progression and success.

AIMS:

Marking should aim to:

- demonstrate achievement
- be specific, accurate and clear
- give valuable feedback incorporating development points to either redirect or refocus a learner's action
- be timely and purposeful
- value children's work
- inform planning through identifying misconceptions
- promote self and peer assessment

PURPOSE:

The purpose of marking children's work includes the following:

- should empower children to take responsibility for improving their own work
- identify achievement
- identify learning needs and further children's learning
- share with the child to celebrate success and/or to raise expectation of future success
- check task is completed
- check accuracy and presentation
- check knowledge and skills
- seek evidence to support progress, to inform planning, to inform teacher assessment and reporting to parents.

GUIDELINES:

- not all feedback is making marks on children's work
- wherever appropriate work is marked alongside the child to enable discussion, explanation and general interaction
- marking should be consistent not only in each class but across the school
- work should be marked in pink (by an adult) and self marking or peer marking in blue
- pupils should have an opportunity to reflect on the marking and respond to comments as necessary (preferably in a timely manner ie: the following lesson)
- stickers and stamps may be used to further encourage and praise
- as the needs of the different subjects vary, the emphasis of the marking will differ; however, all marking is to evaluate the work that children undertake, and used to inform planning with future progress in mind
- where appropriate and particularly in writing, success criteria checklists/scoring matrix will be used to support both pupils' learning and marking

OUTCOMES:

Marking is seen, both by the teacher and the child, as a positive, encouraging experience - a process which enhances self-esteem and self confidence.

Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident that their work will be valued. The process should ensure that children are provided with timely and purposeful feedback which encourages them to be independent learners, who reflect on and improve their own work following teacher input.

PRINCIPLES FOR INCLUSION:

In planning and teaching, teachers have due regard for the following principles:

- overcome potential barriers to learning and assessment for individuals and groups of pupils
- respond to pupils' diverse learning needs
- set suitable learning challenges

HOW WE MARK:

- The most effective marking is often given through the use of verbal feedback and will be used throughout all lessons as part of the developmental process for the child and class.
- Feedback will occur at different stages throughout the learning process - at the point of learning, at the end of a lesson/task, through further teaching allowing the child to identify areas for development and improve for themselves, summative tasks planned to give teachers definitive feedback.
- Work will be teacher marked with a pink pen.
- Where intervention or corrections are necessary - a clear explanation is given and/or attainable targets for improvement; this may be written or verbal.
- Comments, both verbal and written, are for the purpose of celebration or to encourage the child to future improvement in content, accuracy or quality.
- Comments will focus on only one or two key areas for improvement at any one time.
- To ensure the children receive meaningful, evaluative and developmental comments, all pieces of work will be marked in a way that is deemed to have the most impact on pupil improvement. However extended pieces of writing should be 'close' marked to ensure continued progress.
- The child must be able to read or have comments explained to them as well as having opportunities to respond with, where appropriate, a written comment.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning.
- Active 'intervention' marking is encouraged during learning time. Any common misconceptions can be shared and discussed 'in the moment'.

- All pieces of work must include a date and title.
 - The date should be written in full (day, date, month) for all written work and numerically for maths and phonics.
 - The date should be written from the margin and underlined, a line missed, and then the title written centrally and underlined.
 - Another line should be missed before the main body of work.
- Teachers will comment on spelling and grammar only in the following cases:
 - if spelling and grammar were part of the current focus
 - if it is a spelling that the pupil should know (high frequency words / age appropriate)
 - pupils will either correct the word themselves or copy 3 times
- Abbreviations can be used to show the level of support:
 - **S+** = child needed a good deal of support to complete the work
 - **S** = supported work
 - **IW** = independent work (to be used when a child completes a piece of work they weren't expected to do independently or to be used only in cases when we want to draw attention to the fact that the child has done particularly well to complete the task independently)
- **VF** will be used to identify that 'verbal feedback' has been provided and will include a brief comment or keyword as explanation.
- **EBI** comment (even better if) will be used to support the pupil in improving their work.
- Pink ticks are normal where work is correct or to praise a particular part of a piece of work.
- Correcting, circling or underlining errors will be done at the discretion of the teacher determined by lesson objectives, previous feedback and ability of the child.
- Blue pen (biro) will be used by the children to self edit and / or make any corrections to their work and complete any EBI comments.
- All pupils' work will be acknowledged whether it be by ticks / comments / sticker / stamper.
- With an increased focus on digital learning, feedback will be via the specific applications.

Policy formulated by: SLT in consultation with teaching staff

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MARKING IN SPECIFIC SUBJECTS

MATHS

- all pupil calculations to be marked (self marking acceptable but to be checked by teacher)
- incorrect answers to be corrected in full (redo calculation)
- if many mistakes, teacher to choose 2 / 3 for pupil to redo
- where required, teachers should comment on presentation: number formation / organisation of work

ENGLISH

- all activities to be reviewed by teacher and corrections or comment made where necessary (teacher discretion)
- longer extended pieces to be marked in more detail linked to objectives
- misspelt words to be underlined and in some cases corrected and copied and in others, pupils to self correct
- missing or incorrect punctuation to be circled, as with spellings teachers to use their own discretion as to whether they correct or pupils edit accordingly
- pupils will be given the opportunity to improve sentences / paragraphs following verbal and/or written instructions where necessary