



Seabridge Primary School **Feedback and Marking Policy**



INTRODUCTION:

At Seabridge Primary we take a professional approach to feedback and 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.

DEFINITION:

Marking is the interaction (observational, 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 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 expectations 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 as evidence has shown that this is highly beneficial
- Marking should be consistent across the school whilst the approach may differ between key stages so as it is purposeful and effective
- When marked by a member of staff, work should be marked in pink and green pen – pink to identify positive reaction to the work and green to identify development points; this will occur at different stages of the learning process and will often be recorded through the use of verbal feedback (VF)

- When marked by the pupil, work should be marked using an alternative color. This is completed more frequently in mathematics, so as children can be supported and challenged effectively, but can also be used across all subjects
- Where appropriate, pupils will have an opportunity to reflect on the marking, and respond to comments as necessary
- 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. In the foundation subjects in particular, marking will mostly be through verbal feedback as it will be completed at the point of learning so as pupils are not revisiting work after long periods of time
- Where appropriate and particularly in writing, success criteria checklists/scoring matrix might be used to support 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 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:

- 1 – Overcome potential barriers to learning and assessment for individuals and groups of pupils;
- 2 – Respond to pupils' diverse learning needs;
- 3 – 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 lessons as part of the developmental process for the child.
- 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.
- Where appropriate use a 'tick' to indicate correct work and a dot to indicate an error, with a 'c' indicating the need for correction.
- Work will be marked with a pink and a green pen. Pink pen will be used to identify the positives and praise work that has exceeded above and beyond expectations. Green pen will be used to advise the child on how to improve their work further (through the use of VF and comments).
- In order 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 will often include a pink and green comment.
- The child must be able to read or have comments explained to them as well as having opportunities to respond where appropriate (this may look different across the key stages).

Policy formulated by: K.Fisher (Deputy Headteacher; Assessment Leader)

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MARKING APPENDIX

- 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 title for some pieces may be in the form of 'CW' if the work is a continuation of the initial 'I can...' statement
- 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 (the number of spellings identified will be appropriate to the age of the child and task set)
- 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
- Pink ticks are normal where work is correct or to praise a particular part of a piece of work.
- Green dots may be used to show an answer is incorrect. Where a correction is required a green 'c' will identify this to the child.
- Blue pencil (KS1) and blue pen (KS2) will be used by the children to make any corrections to their work and if any green comments require an action. If a longer response is required a blue triangle will be used to indicate this and the child can respond in pencil/pen.
- A pictorial marking code will be used with children in EY and KS1, and into Year 3 as part of transition for children who may find reading comments difficult.