

Marking and feedback policy

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

All work completed in books will be acknowledged with a variety of feedback. This may take the form of:

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

‘Light touch’ marking will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary and should be short and challenging. Children will be given time to respond.

‘Deep marking’ may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear ‘next steps’ providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes deep marking is not necessary.

Marking Guidelines

- We have agreed that teachers will mark the work in red ink.
- Children will edit and mark their work using a green pen.
- Where pupils have achieved or are working towards success in the LI, **pink** will be used to highlight
- Where there are errors or misconceptions, the teacher will highlight this with **green**.
- LSAs should record the level of support given to the child in completing the work by annotating group / individual teaching plans.
- Time should be allocated for children to respond to feedback
- TAs should indicate the level of support that has been given in the book

Marking Annotations

✓	tick	Correct
✓✓		When a particular area is exceptional
•	dot	Incorrect / think again
~	squiggly line	Incorrect spelling
Green shoot	arrow	Next step comment
*	star	Positive comment
C or p	C for capital letter P for punctuation	Missing or incorrect capital letter or other punctuation
//	Double forward slash	Paragraphing
S		Does it make sense?
VF		Verbal feedback given (if relevant)
☹	Sad face	Presentation is poor

Self-review

Sometimes children will mark their own work. Children are encouraged to self-assess their learning with a smiley face and a brief comment. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion.

Peer feedback

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments.

Subject specific

When marking work in a subject such as science or topic teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment. The marking of Topic and Science should reference the Learning Intention, linked to the skill learnt or applied during the lesson.

If there is evidence that pupils need to apply skills learnt in English, such as particular grammar in their written work, the annotation SPAG can be used.

Summative feedback

Comments should *avoid* feedback that implies innate ability e.g 'You are really good at this!'

Feedback should also offer comments on effort and engagement with the process e.g 'I can see that Challenge 3 has really helped you to think today'. It is helpful to record if a child shows 'secure' understanding.

Marking should refer to behaviours for learning.

Assessment and data

Marking can be used to contribute towards summative assessment and accountability data however teachers should remember that the audience for the marking is the child.