



Marking & Feedback Policy

Evidence of intentions and practice - for the information of staff, governors, parents, HET, OFSTED and DfE

Prepared by:
Mrs S Waller
Head

Approved by:
Local Governing Body

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Parkstone Primary School

Marking and Feedback Policy

1 Introduction

- This policy reflects the marking techniques and working practice in our school.
- It reflects the consensus of opinion of the whole staff and has been approved by the Governing Body.
- It outlines the purpose, nature and management of marking in our school.
- The implementation of this policy is the responsibility of the head teacher and all teaching staff.

2 Aims and Objectives

- To give praise and encouragement to all children.
- Marking will contribute to the assessment of children's work and will help teachers gain information for future planning.
- To provide a point of discussion with children.
- To ensure children comply with subject specific non negotiables.
- To have a clear and consistent style evident in the marking of the children's work.
- To have work marked and returned by the next lesson except in exceptional circumstances (which should be discussed with Phase Leader).
- To mark work against a specific learning objectives determined before work is set
- To demonstrate continuity and progression across the key stages.

Marking work is an on going part of assessment and should be seen as a valuable assessment opportunity. All marking and feedback should be consistent with a child's proven ability reflecting the lesson objectives and highlighting achievements, ways forward and/or areas for improvement.

3 Questioning

We use questioning in a variety of ways. Our key purpose is to develop and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Key questions, including prompting, promoting and probing questions are used. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which the children understand the new learning.

4 Feedback to pupils

- 4.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We have an agreed code for marking, as this ensures that we all mark in the same way and this is displayed in every classroom.

- 4.2 We understand that immediate, oral feedback is the most effective way of moving children on in their learning but acknowledge this is not always possible. When we give written feedback to a child, we relate this to the learning objective for the lesson. We will use a stamp to show whether or not the learning objective has been achieved and we will use green highlighter to show the child where the evidence is in the work to support the judgement. Where possible we also identify what the child needs to do next in order to improve future work.
- 4.3 Marking, using the agreed code, during the lesson, will enable immediate visible progress to be made by the child.
- 4.4 We provide opportunities for the children to make comments about their own work and the work of fellow pupils. A range of strategies are used across the school to encourage pupils to self assess their learning against the objectives of the lesson. Children are sometimes encouraged to be the first markers of some pieces of work.
- 4.5 Opportunities are provided for the children to respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's progress.
- 4.6 All teachers including supply teachers and teaching assistants will be involved in the marking process and a copy of the Marking and Feedback Policy should always be available.

5 Agreed code of marking

- 5.1 Wherever possible, work is marked in the presence of the child, allowing the teacher to make clear the targets for future work or to clarify misunderstandings.
- 5.2 Written comments should:
 - Be made where the teacher thinks it is appropriate. This may not necessarily be at the end of the work but adjacent to the appropriate point in the child's book – eg in the margin.
 - Mainly focus on the objective. 'VF Presentation' should be used to show where a teacher has asked the child to try hard to improve the presentation of their work.
 - Be mainly positive and should encourage improvement in future work
 - Form the basis of a discussion between the teacher and the child.
 - Show where oral feedback has been given and indicate when supported or unaided.
 - Basic spelling and punctuation errors must always be corrected either by the teacher or the child.
- 5.3 Teachers should ensure that written comments can be read and understood by the child.

- 5.4 Teachers will give a way forward/next step/challenge for a piece of work in English and Maths when appropriate in order to the child's learning on (this will be marked with 'R') This will be realistic and achievable and will impact on the child's progress. Children should be given the opportunity to read the written comments for some improvement on the work before moving on to the next activity. In some cases, this may be corrections, for example, in maths.
- 5.5 Children's work should be marked in green, where possible, so that it can be noticed by the children as well as other colleagues when undertaking work scrutinies.
- 5.6 Children should be encouraged to use the marking ladders, with the inclusion of a wish, when peer marking.

6 Marking

- 6.1 Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary should then focus on this process as a way of analysing the learning and reviewing the success criteria.
- 6.2 Children's responses to their teacher's marking should be encouraged when it is appropriate. They should be encouraged to use blue biro pens for self-correction and peer marking.
- 6.3 Teachers should use exemplars of work to model the marking processes and make teaching points at the same time, with due regard to the child's self esteem. Another strategy is to show two pieces of work, with the same title, and discuss their differences.

7 Presentation of work

- 7.1 All work should be dated. In maths a short date is acceptable e.g. 25.6.06 in all other subjects the date should be written in full on the left, on the second from the top line.
- 7.2 There should be a clear learning objective for all work reflecting the focus of the lesson. In KS2 the title should be underlined in pencil using a ruler. The title should be positioned against the margin. In KS1 the learning objectives are shared orally and made clear on work where possible.
- 7.3 In mathematics work should be set out in a way appropriate to the concept being taught. There should be one digit per square in the number books (where applicable in KS1). In maths, where appropriate, it should be clear what step children are working on.
- 7.4 Children should be encouraged to form the habit of checking their own work.
- 7.5 Any work done on sheets should be named and dated. Work on sheets that is stuck in books, should be trimmed first and stuck in carefully ensuring that no part of the paper is sticking out.

8 Policy Review

- 8.1 This policy will be reviewed annually or as necessary. Any suggested amendments will be presented to the Curriculum Committee of the Governing Body for discussion.