

# MARKING AND FEEDBACK POLICY



## CONTENTS

Rationale

Principles and Aims of Marking and Feedback

Types of Feedback and Marking

Self Evaluation and Peer Assessment

Marking and Feedback for Writing and Numeracy

Appendix 1: Reception marking key

Appendix 2: KS1 writing marking key

Appendix 3: KS2 writing marking key

Appendix 4: Whole school codes

## Rationale

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages. It will also make it clear to the children what they need to do in order to improve their work.

## Principles and Aims of Marking and Feedback

The purpose of marking and feedback is:

- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria;

## Marking and feedback should:

- Relate to learning objectives, success steps and targets
- Involve all adults working with children in the classroom, where appropriate
- Be in red pen (when written form).
- Use age appropriate codes for writing, making sure all children in the class are aware of what they mean. There should be a poster of the codes used, displayed in each class or in pupils' books. (See Appendices for Marking keys)

- Be recorded appropriately when given in verbal form, e.g. VF
- Give recognition and appropriate praise for achievement e.g. show another adult: house points; a sticker; head teacher's award or raffle tickets
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting
- Be manageable for teachers

### **Types of Feedback and marking**

#### **Verbal feedback**

When this is used with children, the code VF will be written in their book.

#### **Self-Marking**

This will only happen in tasks such as grammar and punctuation work during literacy and in mental tests during numeracy.

#### **Peer/Shared Marking**

Children will work in their talk/learning partners as and when appropriate. Use children's misconceptions as a model for improving work.

## **Self-Evaluation and Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against steps and suggesting improvements
- Children should agree some 'golden rules' of talk/learning partner feedback, to safeguard self-esteem
- Feedback/peer assessment will be in oral form
- Children should be given time and opportunity to act upon suggestions and make improvements
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child

## **Marking and Feedback**

- Margin marking will be used for grammar, punctuation and cohesion. This is to ensure that they are used consistently and these skills are developing
- Errors in Numeracy are to be identified with a cross and praise to be given with a tick
- Where appropriate in numeracy teacher to model the correct version of inaccuracies or identify errors within calculations. Teachers not to give answers
- Spelling will be identified with SP on a word or in the margin depending on age and ability. No more than 6 and only words that have been looked at previously according to their

spelling rule or phonic phase will be identified. Spelling inaccuracies involving the incorrect grapheme should be underlined so children can use alternatives.

- First few letters of the word to be given if initial ones are incorrect.
- Success steps (when used) will be highlighted green if the child is secure, yellow if developing and not marked at all if there isn't any evidence of that criterion in literacy only
- All children will be made aware of their individual targets whether it be through display or target bookmarks
- Children will use a green pen when making improvements
- High levels of expectations for presentation to be made clear through feedback to do with letter and number formation
- Teachers to promote the correct use of capital letters/spellings for proper nouns when using DUM TUM.

Review: September 2020

Appendix 1 (Reception)

Marking Key

Finger space : |

Full stop : ●

Capital letter : C.L

You did this well 

Next time... 

## Appendix 2 (KS1)

•	full stop	'a	apostrophe
I	finger space	T	tense
CL	capital letter	P	person
!	exclamation mark	<u>Pn</u>	pronoun
?	question mark	↓	missing word
,	comma	M	meaning
○	No capital letter needed	V	vocabulary
con	conjunction	G	grammar
<u>Sp</u>	spelling	VSO	vary Sentence Opener

### Appendix 3 (KS2)

•	full stop	//	new paragraph
I	finger space	T	tense
CL	capital letter	P	person
!	exclamation mark	Pn	pronoun
?	question mark	↓	missing word
,	comma	M	meaning
:	colon	Sp	spelling
;	semi-colon	Con	conjunction
'a	apostrophe	V	vocabulary
" "	inverted commas	G	grammar
( )	brackets	VSO	vary Sentence Opener
-	dash	RC	relative clause
○	No capital letter needed	CLA	add a clause

Appendix 4 (Whole school codes)

Marking Key

LO: Learning Objective

SS: Success Steps

AS : Adult Support

IND : Independent

VF: Verbal Feedback