Woodlands Community Primary School

Marking and Feedback Policy

Ratified by Governors	
Date for Review	
Signed – Chair of Governors	
Signed – Headteacher	

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Woodlands Primary School.

Please read this policy in conjunction with our other policies:

- Teaching and Learning Policy
- Assessment Policy

Rationale

At Woodlands we are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking values pupils' learning, helps to diagnose areas for development or next steps, and evaluates how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give their best and improve on their last piece of work;

- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking
Effective marking should:
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Use standard English with correct grammar, punctuation and spelling
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking. The younger children should sign the comments to show they have read them, moving towards full written dialogue and responses to further challenges
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve all children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Relate to the learning objective and/or success criteria/steps to success of the work set
- Be consistently followed by all staff
- Use the agreed Marking Code (See Appendices) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria/steps to success. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be

highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies
The following strategies can be used to mark, assess and provide feedback.
1. Verbal Feedback
This is particularly appropriate with younger, less able or less confident children.
A discussion should be accompanied by the appropriate marking code symbol (C for Conference) in the child's book to serve as a permanent record for the child, teacher and parent.

2. Success Criteria/Steps to Success Checklists
Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. Quality Feedback Comments
Feedback comments should be used frequently in all subject areas to extend learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

4. Stamps and Stickers
These are used to motivate the pupils and ensure that marking is as efficient a process as possible for the teacher, in order that the maximum can be achieved for the learner.

Monitoring
Marking and Feedback will be monitored regularly by the Senior Leadership Team as part of the school's self-evaluation procedures.

Review and Evaluation of the Policy
The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Year 5/6
Our Marking Code

✓   Correct

✓✓   Learning objective met

.   Incorrect, think again

~~and~~   Do not need

?   What do you mean?

^   Missing word

//   New paragraph

(m)   This is where the error is

SP   Spelling mistake

VF   Verbal feedback

*   Next step/ challenge

NS

Teacher Code
(to be written at top of page)

H   With help

I   Independent work

HT   With Teacher help

HTA   With TA help

A   Apparatus