

Marking and Feedback Policy



Reviewed and Updated: May 2020
Approved: June 2020
Next Review due: September 2020

Rationale

To ensure that all children have their work marked in such a way that it enables them to make progress over time. It is very important to provide children with opportunities to: improve their learning; to develop their self confidence; to raise their self-esteem and to enable them to develop a critical approach to their own work and others' work as they review it.

Aims

- To ensure that marking, assessment and correction of children's work is consistent across the school.
- To provide opportunities for teacher assessment.
- To facilitate pupil learning and progress through effective marking and peer and self-assessment.

Principles

- Marking of children's work can involve both written and verbal feedback.
- Marking of children's work should relate to the learning objectives or Steps to Success.
- Marking should provide children with encouragement and reward children's progress and efforts.
- Marking should be used to inform teacher judgements and future planning.
- Time must be given for children to read and respond to marking in English, Maths and, where appropriate, in other subject areas.
- Parents should understand the school's marking and feedback policy.
- Regular peer and self-assessment should involve children in the analysis and constructive criticism of their own and others' work.

Guidelines

The following procedures for marking children's work should be implemented by all staff:

- Children's work should be marked as soon as possible after completion.
- Work should be marked according to the Learning Objective and Steps to Success (StS) which must be stuck in at the beginning of each piece of Reading, Writing and Maths work.
- From Y1 upwards, for each StS, a "✓" (if the step has been followed), a "~" (if there is more consolidation needed) or a "W" (if the step has not been achieved) should be written.

- Work should be marked with a "Frixion" pen of a contrasting colour to the child's work and adults should model cursive script at all times. Adults other than teachers should initial marking comments.

✓

In order to ensure progress, additional "W"s will frequently be required at the end of the piece of work. This "W" may request the child do an extension or reinforcement activity. These "W"s should themselves be revisited by the teacher to ensure understanding and accuracy. "W"s should not routinely address errors or omissions covered in the "Ask Yourself" non-negotiable list.

- Work in Reception classes will be annotated showing evidence of achievement and level of support.

The following procedures for peer and self-assessment should be implemented by all staff:

- Self-assessment and editing should be done using a purple pen.
- Peer-assessment should be done using a green pen.
- From Y1 upwards, when self-assessing, children should be guided to review their work to identify their achievements against the StS using the same symbols as adults.
- During peer assessment, which should be cooperative, the child whose work it is has control of the pen and ultimate say. Together the peer-assessment partners discuss and agree upon their 'Feedback Fish' comments based upon some or all of the FISH - 'Friendly', 'Informative', 'Supportive', and 'Honest'- prompts, reinforcing the Christian Values of Honesty and Compassion.

Written Work

When marking a piece of work the following procedures should be carried out:

Spellings

Teachers should only identify (by underlining with a straight line) spellings that they feel children ought to know. These should be learnt via the "W" using the "Look, Say, Cover, Write, Check" method in their spelling log in KS2 and on spelling sheets in KS1.

Where incorrect spellings of the same word are repeated, the first error should be the only one which is identified.

Punctuation

Punctuation should be corrected or inserted according to individual needs. Missing punctuation could be inserted in the right place and a circle put around punctuation errors.

II should be inserted where a new paragraph should begin, where appropriate.

Mathematics

- ✓ Incorrect answers should be indicated with a cross and, where appropriate, a circle should be placed to indicate the actual error.
- ✓ Where there are more serious mathematical errors or misunderstandings, an explanation should be included and/or this should be addressed directly with the child.
- ✓ Care must be taken to ensure that misconceptions, errors in part of the process or use of inefficient methods are identified and addressed appropriately.
- ✓ Where the majority of questions relating to a skill or concept have been answered correctly, there is no need for the child to correct occasional errors.
- ✓ Reversed numbers should be corrected. Where reversals are repeated, the first error should be the only one which is identified. Practice should be done in handwriting.

Monitoring and Evaluation

Work will be collected from each class by the Senior Management Team and by Subject Leaders as appropriate, to monitor the implementation of the Marking Policy and its contribution to raising standards of attainment.