

Marking & Feedback Policy

We believe that the sole purpose of effective marking and feedback should be to further children's learning.

Aims

- **To support children in their learning by encouraging their development through positive marking**
- **To show that a child's work is valued through the teacher's response to their efforts**
- **To support assessment and future planning**
- **To set targets for children in their learning**
- **To encourage children to take control of their own learning through the various processes involved**

Rationale

To support the above, Marking and Feedback should follow Assessment for Learning principles as well as being positive based on aptitude and needs.

Marking should always inform future lesson planning.

Marking should not become onerous for teachers otherwise it may negatively impact on the ability of teaching staff to plan creative and inspiring lessons.

It is firmly recognised that the most beneficial marking is that done by the teacher with the child present. It is also realistic to accept that this cannot always be the case.

Different Types of Marking and Feedback

Immediate marking and feedback

Some marking will be carried out with the child during the lesson and be immediate, including oral feedback, this should be recorded as VF with a short comment eg spelling, paragraphs. This will be evidenced by annotations and marking symbols in books, improvements in work or immediate use of Pupil Response (PR).

Summary marking and feedback

This takes place at the end of the lesson and would include marking symbols, marking ladders, peer assessment, self-assessment and PR. This might be pre-planned as part of a plenary.

Review marking and feedback

This marking takes place on a daily basis, away from the point of teaching. At times, it will be evidenced merely by an acknowledgement of work completed with marking symbols and a short comment e.g. good use of adjectives.

Quality Marking

When Quality Marking, symbols will be used and successes highlighted through ticks, smiley faces, underlining etc. Pupil Response will be set to further children's learning by scaffolding, consolidating or extending learning.

Following Quality Marking, teachers must give children time to reflect on their work and to complete their PRs. This may take up to ten minutes and could take part during Busy Work, while others are reading, during Guided Reading sessions, at the start or end of a lesson etc. It will often need to be timetabled in advance. Pupil Response can be set for an individual child or for groups but should always be as a result of the teacher responding to the children's work; it cannot be pre-planned as an extension. It can be written in the child's book alongside a PR in the margin or can be projected for groups on the board. If displayed, the pupils do not need to copy the teacher's direction, only their response. Children should always respond using purple pen.

Drafting and editing work

It is good practice to encourage children to draft and edit work especially when writing. PR should be used to encourage children to go back and review their work, editing in purple pen.

Marking Expectations: All work should be marked daily.

Reception

Marking is an immediate response to small group work or 1-1 work and should use marking symbols and pupil response when applicable. Reception use the upward arrow for Next Steps.

Y1-Y6

English and Maths

Y1 gradually transition towards the full expectation during the year.

1/5 pieces should be Quality Marked.

All other pieces should have a meaningful comment e.g Good effort, LO met, Good use of adverbs, You can add using a hundred square. Books should show a range of suitable comments. Comments will usually refer to the learning objective but effort and attitude to learning is also recognised, encouraged and valued.

Errors in Maths should be dotted, not crossed.

Y5 and Y6 can use 'LO Met' stamps for marking on non-Unit Time Fridays in 1/2 pieces of work.

Science

Work should be Quality Marked fortnightly with a short comment and symbols for other pieces of work.

Other Subjects

Work must have a subject related comment e.g. Good shading, Good use of time line, LO met. There should be a range of different responses for each subject. Comments will usually refer to the learning objective but effort and attitude to learning is also recognised, encouraged and valued.

PRs can be used when appropriate. Computing work is saved in the folders on the shared drive.

Feedback is given verbally each week and written feedback is given for the end of unit assessment.

Firs Farm Reviewed Annually

Marking and feedback in all subjects should also encourage high levels of literacy and presentation. For example, a piece of History would have a comment related to History skills and feedback might also focus on using capital letters for names.

Smiley faces can be used, but not sad or straight faces.

Marking symbols should be used in all subjects where appropriate. Where symbols for supported or independent work are not used, it is understood that the work has been completed independently.

Marking by HLTAs, TAs and Supply Teachers

Work should be initialled to indicate who has marked it.

Teachers and HLTAs covering regular non-contact time

All marking should follow the policy.

HLTAs and TAs covering additional lessons

When asked to take responsibility for additional lessons, HLTAs and TAs should stamp the work using the 'LO Met' stamp or a short comment and use marking symbols to show independent or supported work.

HLTAs and TAs working with groups/individual children

HLTAs and TAs should mark the work for children they have worked with unless the Teacher advises them otherwise. They should not mark work for the children they have not worked with.

Supply Teachers

Supply Teachers are expected to use marking symbols, initial the marking and make a positive comment e.g. Good focus, Good ideas and initial the work.

Homework

All homework should be acknowledge by ticking or stamping, filed in homework folders and returned weekly. Children can also mark this in class. It is not considered worthwhile to mark homework in detail, as it is usually set to consolidate previous class learning. Parents will be informed of procedures through curriculum letters.

Marking Symbols Infants

Colour of pen for marking: Blue

Next steps – Reception only

Full stops: Put in for the child as a model

Punctuation Marks: Put in for the child as a model or highlighted

Capital Letters: Write correct font over letter

Spellings: Underline, correction can be written above

Finger space: Picture of finger or double arrow

Great idea/Good work/objective met : Smiley Face

Supported

Independent

Verbal feedback given

**Pupil Response: Written in the margin.
Responded to in Purple pen**

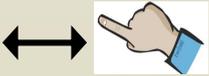
Comment for Teacher A note for the teacher not child

Maths Errors and corrections: A dot or teacher comments



“Yes”

A



Quality marking should include highlighting of successes, marking symbols and Pupil Response

Marking Symbols Juniors

Colour of pen for marking: Red

Full stops: Put in for the child as a model

Punctuation Marks: Put in for the child as a model or highlighted

Capital Letters : Write correct font over letter

Spellings: Underline, correction can be written above

Finger space: Picture of double arrow

Paragraphs: Indicate where needed

Great idea/Good work/objective met: Smiley face

Supported

Independent

Verbal Feedback given

**Pupil Response: Written in the margin.
Responded to in Purple pen**

Comment for Teachers A note for the teacher not child

Maths Errors and corrections: A dot or teacher comments

Quality marking should include highlighting of successes, marking symbols and Pupil Response