St Thomas's CE Primary School

Secure in Faith, Learning Together

'Your word is a lamp for my feet, a light on my path.'
Psalm 119 Verse 105

Feedback & Marking Policy

Reviewed: October 27

The purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers, teaching assistants (TAs) and Higher Level Teaching Assistants (HLTAs).

Guidelines

A variety of tasks are set and marking these tasks is an essential part of a teaching teams' role. If the marking is to have any value, a flexible approach must be adopted depending on the purpose of the task and the ability of the child but the marking must be kept up-to-date. Teachers need to be clear, at the planning stage what outcomes they will be assessing and mark accordingly. Peer marking, self-marking and group marking are all key tools in providing verbal and written feedback to children in order to build on achievements and set new goals. Marking should celebrate achievement and impact on learning.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-toface where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.

- Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback. Mark schemes have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts and foundation subject areas (see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. End of unit independent writing needs to be quality marked.
Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Quality and Reflective Marking

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention/success criteria and/or the improvement needs of the child.

When quality-marking teachers could:

1. Read the entire piece of work.
2. Mark using green pen to recognise good work linked to the learning objective and red pen to write a comment to improve their future learning for the child to respond to. Indicate clearly work to be improved.
3. Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices). Age appropriate corrections should always be made.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers, stamps and Dojos
- Annotation of work and photographs by staff
- Oral dialogue with children about their play, work or special books

Children's response to the comments

Self-Marking and evaluation

Children should be given time at the start or prior to the lesson, to read and consider the written feedback the marker has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT team, subject leaders and through whole staff scrutiny of books, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

Appendix 1

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Maths
In Maths, all pieces of work should be marked.

Investigative and practical work
Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

English
When marking an extended piece of writing, there needs to be a comment to emphasise and praise a successful aspect of the piece linked to year group objectives (green) and, when appropriate, one to highlight an area for improvement (red) for the child to respond to. Success criteria provides a focus for marking.

RE
Comments made should encourage a personal response from the child.

Computing
Verbal feedback throughout the lesson and the focus should be on the level of skill the child has used rather than the necessary outcome.

Science
In Science all planned investigations should be quality marked with feedback matched to success criteria and/or learning objective.

Vocabulary
Where subject specific vocabulary is written, this should be correctly spelt.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Specific guidelines for minimum marking/feedback

In order to praise and encourage a child, the teacher's own method of praise e.g. verbal comments, good marks, Dojo points, stickers, showing another teacher/headteacher/class etc are used but the following standardised procedures and approaches should be adopted within the Key Stages as guiding principles.

- All markers should initial the work
- Each piece of quality marked work in core subjects should be marked using the school system.
    - Green pen = great ○ Red pen = response

  Where a child is colour-blind, an R (red) or G (green) will be written before the comment.
- Alongside this, staff should indicate the level of support the child received whilst completing the task. At KS2, independence is assumed and only support indicated.
    - I = completed independently
    - WS = completed with support (adult to initial) ○ VF = verbal feedback
    - P = practical activity

If an extra challenge has been given to accelerate progress within the lesson, this should be clearly identified. E.g. "Extra Challenge" in a bubble, as a sub heading or in the margin.

Peer marking and self-marking is encouraged as it encourages children to focus on the learning objectives. When a child has self-marked, they should clearly indicate this at the top of the page with 'SM'. The same should be applied when peer marking, using 'PM'.

Success criteria and target grids are a recommended support in marking writing.

Marking code for English at KS2

//	new paragraph
___	underline wrong word or spelling mistake
^	omission of a word
^^^^^	this part doesn't make sense
O	ring around a punctuation error
	good work, phrase, use of punctuation

Key elements of marking

1. Red and green pen should be used
2. Marking should be clear, accurate and neat
3. Any writing done by the teacher / teaching assistant should be in the school's cursive style and joined at KS2 4. Initial any work you mark

Appendix 2: Handwriting Code

Foundation Stage & Key Stage One
From Reception, all children write in pencil for all their work unless specifically requested by teachers / teaching assistants E.g. Work for posters or displays. All the children will adopt the primary print style and this must be marked as deemed appropriate by individual teachers / teaching assistants keeping in pace with the child's own fine motor skill development. Year 2 children will begin to join letters as appropriate and this should be encouraged. Letter or number reversals and misplaced capital letters should always be corrected as appropriate to age of children.

Labels and resources should be written in the Sassoon Primary Infant font.

Key Stage Two
In Lower Key Stage Two, children use pencil for all work. Writing should be joined or efforts at joining should be made following the cursive scheme. In Upper Key Stage Two, pens are provided for all children at necessary standard to use in written work. Pencils must be used for maths, drawings and diagrams.

Presentation Code

Foundation Stage & Key Stage One
All work should be dated. It may be appropriate for the teacher / teaching assistant to date the work for very young children but all children should gradually start to write the date to familiarise them with the days of the week and months of the year.

In Year 2, the numeric date could also be introduced for Maths work when appropriate. This is consistent with KS2 expectations.

All children are encouraged to take pride in the presentation of their work and to feel that their work is valued. Rubbers are available for children to correct their mistakes as they work.

Key Stage Two
All work must start with the written date (numeric date should be used in maths) and underlined once with a ruler. The 'Can I...' should be written alone and underlined once with a ruler. At the end of a piece of work, children should rule off where appropriate.

Maths work should be neat and legible using the squares in the book to aid setting out. Rulers should be used when drawing grids, graphs, shapes etc and the equals bar in column method calculations.
Corrections requested by the teaching team should be done again without the original mistake being rubbed out.

All children are encouraged to take pride in the presentation of their work and to feel that their work is valued. Rubbers are available for children to correct their mistake as they work.

Some work is intended for a wider audience and final draft presentations such as displays, letters to outside agencies etc. should be accurate.

School:	St Thomas's CE Primary School
Date adopted by Governing Body: Date reviewed:	May 2021 February 2023
Signed: (Chair of Governors)	

Signed: (Headteacher)	