



Rainford Brook Lodge Primary School

Marking and Feedback Policy

Committee

Curriculum

Last review date		Spring	2025
Next review date		Spring	2027
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

Rainford Brook Lodge Primary School

Marking and Feedback Policy

January 2025

Aim

We believe that feedback and marking should provide constructive feedback to every child, focusing on their successes and improvement needs against learning objectives enabling children to become reflective learners with a growth mind-set, helping them to close the gap between their current and desired performance and to enable them to become MAGIC children – Motivated, Aspirational Growing in Independence and Confidence.

Principles

Marking and feedback should include the following:

- Be manageable, meaningful and motivating.
- Relate to learning objectives, which have been established with the children.
- Involve all adults working with the children in the classroom.
- Give recognition and appropriate growth mind-set praise for effort and achievement either verbally or written.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking and feedback where appropriate
- Use marking to inform planning.
- Encourage and teach children to self-assess age appropriately.

Who is involved?

Leadership Team, Subjects Leaders: monitoring, evaluations and inset; modelling good practice.

Class Teachers: giving a range of feedback in a variety of forms.

Pupils: self-assessment and marking, peer assessment and marking and editing to improve their work.

Learning Support Staff: giving verbal feedback and marking in line with the learning objective, commenting on the level of support given.

Supply Teachers and Trainee Teachers are required to follow the policy.

Governors to support, monitor and review the implementation of the policy.

Guidance for marking by teachers:

Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next to improve.
- The child has an opportunity to read/respond to marking on a daily basis.
- It is informing the teacher of learning needs/fluid groupings which can be incorporated into future planning.
- Marking codes (Appendix 1) give an indication of what a child has achieved against age-related expectations.

Remember that:

- Immediate feedback is most effective in the presence of the child or as soon as possible after the event.
- Children should be given time to read/respond to marking if not immediately within the lesson, within the morning/afternoon routine no later than the day after. (NB – extended pieces of writing/assessment pieces may take longer.)
- Effort should be acknowledged alongside achievement using growth mind-set language.

Summative feedback/marking

This usually consists of ticks and dots or tickled pink and green for growth highlighter and is associated with closed tasks or exercise although highlighter colour can be used in more open-ended tasks as well. In Key Stage 2, children should self-mark or the work should be marked as a class or in groups immediately if this is quicker than marking later.

Opportunities for challenge

All children should be given the opportunity for challenge at their level either within the lesson, moving them on at a quicker pace, or after marking. This then would take place during the morning/afternoon routine. Opportunities for this are noted on the planning templates.

Opportunities for intervention

As part of the morning/afternoon routine, children should be given the opportunity to work on misconceptions or further develop their understanding with the support of an adult. Books should be dated and the title 'Wave 3' given before the work is completed.

Formative feedback/marking

Verbal Feedback

With verbal feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly, if appropriate, on other features. Feedback should be given in a quiet supportive tone. VF can be used to indicate this discussion if the teacher wishes to show this in the child's work. Any subsequent written responses from the children should be in purple pen.

Quality Marking

Not all pieces of work can be 'quality marked.' Teachers need to decide whether work should be simply acknowledged or given detailed attention. If a piece of work has been seen but is unmarked, then the teacher will acknowledge this as per the symbols listed in the appendix. Opportunities for quality marking should be identified at the planning stage and be relevant to children's needs and the task set.

Wherever the task is open or narrative, feedback should first focus on the learning objective and when required, steps to success criteria for the task. The emphasis in marking should be on both success against the learning objective and improvement needs against the learning objective. Focused comment should help the child in 'closing the gap' between what they have achieved and what needs to happen next in order for them to reflect further on the learning objective or be more successful against the steps to success. (e.g. 'What else could you say about the prince?', 'Say something about the Prince's personality', 'Try one of these words: handsome, elegant, arrogant.') Comments written to the child will be written in the imperative to ensure children think about the comment and respond accordingly.

With English writing tasks, codes could save time (Appendix 1) and make the feedback more accessible to the child: highlight in pink where the success criteria has been met and highlight in green where improvement could be made against the learning objective/steps to success. The amount of guidance as to where improvements are needed and what improvements are needed will be based on the age and ability of the child linked to the task in hand. Children should know what the marking means and how to improve, and time should be given for this to happen.

All tasks linked to writing as the focus should be 'quality marked' apart from those pieces that are to be used for end of key stage moderation purposes.

Secretarial Features

Spelling, punctuation, grammar, etc. should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time. When work is finished, ask the children to check for things they know are wrong in their work when they read through it. They should not be told to correct all spellings or they are likely to write further incorrect spellings or waste time looking words up. These 'checks' should be age/ability appropriate and how and what to check for should be established with the children by the teacher.

Only give children feedback about those things you have asked them to pay attention to. This will mean some aspects of writing are unmarked but over time they will be.

Teachers' handwriting needs to be legible and model the school's handwriting policy.

A maximum of three incorrect spellings per page are identified in the margin using the code (sp). In KS1 the correct spelling of the word will be written out by the teacher and the child will correct it. The children will make an effort to learn the corrected spelling and/or use the spelling record to avoid make the same error again. Children in KS2 are encouraged to identify and correct the spelling using a dictionary and record the correct spelling in a spelling record where appropriate. Staff will indicate the line where the incorrect spelling is in order to encourage the child to find it.

Peer and Self-Assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

Teachers need to train the children in these methods of marking; be conscious of checking the quality of peer and self-assessments made by children and support/model improvement.

Self-marking

Children should self-evaluate wherever possible depending on the task. Children can identify their own successes and look for ways to improve. Learning reflection time (LRT) can then focus on this process as a way of analysing the learning. Purple pen will be used by the children when self-marking.

Shared marking

To help model successful peer marking/editing, strategies may include the use of a piece of work from a child to mark as a class through shared reading/writing and/or modelling the marking process using a WAGOLL (What a good one looks like).

Paired marking

Before the end of a lesson, children may sometimes be asked to mark work in pairs or small groups. The following points are important:

- Paired marking should be introduced in KS2 unless teachers in KS1 feel children are ready for this.
- Children need to be trained to do this through modelling with the whole class, watching paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, using growth mind-set language) should be decided and regularly referred to (display/poster/PSHE sessions etc).
- Children should, alternately, point out what they like first and then suggest ways to improve the piece: priority should be given to the learning objectives
- Encourage a dialogue between children rather than taking turns to be the 'teacher'/ They should discuss each other's work together (e.g. I think this bit really shows how the character feels. What do you think?)

Expectations

All pieces of work in books, however marked, should be acknowledged by the teacher to show that it has been seen – sometimes a comment will be required, other times a simple tick or stamp will suffice. Team points may be awarded and if there is an adult who does not usually mark the work, these should be initialled.

Any improvements made by children should be made in purple pen whether that be during the lesson or the next day/session and these should be checked by teachers (2 ticks on these parts).

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more verbal feedback at this stage.

Praise can be verbal/written or in the form of the award of between 1-3 team points. Good work may also be shown as a good example to the class, displayed or the pupil may be sent to another member of staff or the HT to receive additional praise. A message home via ParentApps is also possible as well as the more traditional award of certificates.

Supply/Cover Teachers

Supply/cover teachers need to mark and initial all work using the symbol 'ST' recorded following/during the day they teach – a copy of the marking policy should be made available to any students or supply staff.

Monitoring

Marking and feedback will be monitored by senior leadership and subject leaders, through taking in samples of books, through lesson observations and through discussion with pupils. The focus will shift from what is seen in the books in terms of actual written feedback, to the impact it is actually having.



Appendix 1

Marking Codes

GD – Greater Depth


OA – Objective achieved

AA – Almost achieved

WT – Working towards

Sp – Spelling error

VF – Verbal Feedback

 – Circle round a letter to indicate capitalisation or punctuation error

// - Paragraph break required

^ - omission of words or punctuation

~~~~~ - 'wiggly line' under a phrase or sentence to indicate grammatical errors



- acknowledgement of next steps acted upon.