

MARKING AND FEEDBACK POLICY



CLAINES
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

Approved by:	Full Governing Body	Date: 25.11.19
Last reviewed on:	28.11.22	
Next review due by:	November 2025	



MARKING AND FEEDBACK POLICY

This policy is intended to ensure consistency across the school in terms of marking and feedback practice. Marking should enhance learning through:

- Drawing children's attention to what they need to improve
- Providing feedback on what they have done so far

Agreed Procedures for marking:

1. **Marking codes / conventions for feedback**
2. **Which errors do we focus on?**
3. **What are the next steps in learning?**
4. **Marking in Early Years and Key Stage 1**
5. **How do we know this is working?**

1. **Marking codes / conventions for feedback**

The following marking codes / conventions for feedback have been agreed:

- Spelling mistakes will be underlined, with a few of the misspelt words written at the foot of a piece of work, with an expectation that each one is corrected and written out by the child three times.
- Circle errors of capital letters and punctuation – a comment may be required to guide the required improvement.
- Where a new paragraph is required, and use // to indicate where the paragraph should start.
- Teachers to use green and orange highlighters on occasions, to identify **positives** and **areas of improvement** for a piece of work.
- Teachers will also use green and orange highlighters to indicate the children's understanding of the lesson objective/WALT/Success Criteria: green – confident/fully understands, orange – partially understands.

2. **Which errors do we focus on?**

- This will depend on the curriculum area, key stage, nature of the task, the objective and the success criteria.
- It will also depend on the ability of the child.
- If the errors are related to the main point of learning objectives, then the T.A. or teacher may decide to stop the lesson and address this point, sum up the main points with individual children or groups at the end or during lessons, or review their short-term planning to make amendments for future lessons.
- All work will be marked and acknowledged with an expectation that at least one piece of Literacy, one piece of Maths and one piece of work from another subject is worked thoroughly each week – providing each child with an opportunity to respond to the marking.

3. What are the next steps in learning?

- Each teacher must utilise the knowledge gained from their written, oral and mental feedback to adjust their planning.
- Written comments must focus on the extent to which children have succeeded in meeting the expected lesson objectives.
- Comments should indicate how well children have done and what they might do next to make the required improvements.
- Children are to always be given an opportunity to respond to any marking at the start of a lesson. All children will be expected to respond to any marking with a **purple** pen.
- At times children may be encouraged to self-correct. This should be coded **S.A. (Self-Assessment)**.
- On occasions, children may use peer partners to aid improvements to their work. This should be coded **P and peer should write their name beside the work**.
- When adults provide oral feedback to children, then the code '**VF**' (or equivalent) should be written at the foot of the task to indicate the concept has been discussed.
- If a piece of work needs to be reviewed following marking, a phrase such as '**Please discuss with me,**' should be written at the end of the work.
- The comments at the end of a marking exercise should look to identify positives within the work relating to the lesson objective(s) and a clear indication of how it can be improved further.
- In maths and spellings use a tick or a cross, adding praise or a comment where appropriate.
- On occasions, children will be permitted to mark their own spellings and maths work, whilst being supported by the teacher, to provide instant feedback.

4. Early Years and Key Stage 1

- Marking will be done verbally, or a simple teacher comment will be made on the work. When it is appropriate, children will be encouraged to respond to the targets set and these responses will be made in purple pen or scribed by the teacher in purple pen.
- I = Work completed independently.
- TA = Work done with TA intervention.
- All children will **always** be encouraged to check their work.
- Staff should always look to make marking a positive experience wherever possible.

5. How do we know this is working?

- Work trawls will indicate that the marking policy is being applied consistently.
- Children will be seen to have taken on board corrections and attempted to rectify mistakes.
- Comments will have led to evidence of progress in children's work.

Review

This policy will be reviewed every three years or as required by changes to current legislation.