

KEW WOODS PRIMARY SCHOOL



FEEDBACK AND MARKING POLICY

Rationale

The purpose of this policy is to establish how the teaching team mark pupil work and provide feedback. All members of the teaching team (teachers, TAs, supply cover) are expected to be familiar with the policy and to apply it consistently.

Purpose

Marking is an integral part of our assessment. It is essential that the teaching team provides constructive feedback to pupils, both written and orally, focusing upon success and improvement needs against learning intentions. Quality and feedback and marking acknowledges what has been learned, develops self confidence, raises self esteem, poses questions which encourage further thinking or clarity of understanding, encourages the learner to take the next steps and provides opportunities for self assessment, helping pupils become reflective learners.

Effective marking and feedback should:

- Be seen by the pupils as a positive approach to improving their learning
- Give feedback to pupils and inform them of their achievements and success in relation to a learning intention
- Show that work is valued and appreciate the effort made
- Inform future planning and learning
- Evaluate and assess pupil's learning
- Inform other parties of the achievements and areas to develop
- Have an impact upon raising achievement

Marking Procedures:

- Marking or feedback should be completed daily
- Face to face feedback will also be provided
- Marking and feedback should relate to the learning objective set
- Writing by the teaching team should be neat and legible, using the school handwriting scheme
- When work is marked by someone other than the class teacher, the work should be initialled or marked with 'supply'
- TAs working with a pupil or a group may indicate if the work was supported or parts that were completed unaided. Such comments should be initialled
- Time will be allocated within planning to allow pupils the opportunity to evaluate their work and to read the comments made
- Stickers or a visit to the SLT can be used to recognise when significant achievements have been made
- Two stars and a wish can be used when marking
- Methods of scaffolding and supporting next steps should be provided
- Opportunities should be provided to allow learners to think for themselves
- Not all pieces of work can be quality marked. When work can be right or wrong, pupils or peers can mark it (age appropriate). Teachers decide when quality marking will be used

- Teachers should aim to mark work before the next lesson of that subject
- See Appendix 1 for Marking Scheme

Improvement Prompts:

These can be given in written form or verbally by the teaching team, by a partner or by a pupil them self, about their own work. These prompts can take the form:

- **Reminder Prompts** – reinforcing the learning objective
e.g. *Say more about how you feel about this character*
- **Scaffold Prompts** – teaching team or peer making a suggestion and the pupil acting upon it
e.g. a question (*Can you describe how this person is a good friend?*), a directive (*Describe something that happened which showed you they were a good friend*) or an unfinished sentence (*He showed me he was a good friend when...*)
- **Example Prompt** – model a choice of possible improvements
e.g. Choose one of these –
He is a good friend because he never says unkind things about me.
My friend is a friend because he is always nice to me.

Verbal Feedback:

- Dialogue between the teaching team and the pupil is valuable
- V (verbal) should be recorded on the work and a brief note about the dialogue

Pupil Responses:

Following the completion of a task, pupils will use the traffic light system (RAG) to self assess.

- **Red dot** – I have not achieved the learning objective and require support
- **Amber dot** - I have achieved some of the success criteria / learning objective but require some support or reinforcement
- **Green dot** - I have fully understood and achieved the learning objective

Marking ladders can be used by both the teaching team and pupils in English to assess extended writing. This may be done in a face to face session (in place of guided sessions) or a guided session for younger pupils.

Following marking by the teaching team, opportunities will be planned for allowing pupils to reflect on the comments made in the marking.

Subject Specific Guidance

In all subjects, pupils should be given opportunities to self-evaluate each objective using traffic lights. Post it notes and highlighter pens can be used to support effective feedback and marking. Highlighter pens can be used to indicate a section where the objective is achieved (green highlighter) and areas to improve on (pink pen) where the objective is not achieved. Use of highlighters is often effective in first drafts. All work should be marked. Time should be given at the start of some lessons for pupils to read the comments made and correct any problem areas.

Mathematics:

All pieces of work should be marked with reference to the learning objective being achieved. The self esteem of the pupil should be promoted. Pupils should be given time to correct their work (incorporated into the planning). A minimum of one piece of work per week should be quality marked.

Marking to support – this may include the teacher modelling in the mathematics book an appropriate written method for the calculation (at the stage the pupil is working at). It may include a suggestion of suitable apparatus to use.

Marking to consolidate - short follow up tasks may be set to consolidate the learning and reinforce the objective if deemed necessary.

Marking to accelerate – pupils may try the work set for a higher ability group next.

Marking to challenge - a challenge may be set if the pupil has completed the work easily or has succeeded in the learning objective. Pupils are asked to put their learning into practice and often using and applying in a real life problem. This may be completed whilst other pupils are correcting their work. Reference will be made to the next steps in the learning of the pupil.

English:

Work should be marked making reference to the learning objective.

Successes and improvements should be highlighted.

All extended pieces of writing should be quality marked. This would include making reference to the progress made and the next steps for the pupil. This would ask for a small improvement, identifying what needs to happen to 'close the gap' between the learning intention and the pupil's work. This may be oral or written feedback. Marking ladders should be used from Year 1 onwards where appropriate, with both the teacher and pupil sharing the marking. Opportunities should be provided for paired marking with a partner to. Guided writing sessions can also be at times used for 1:1 conferencing, to move the learning on.

Foundation Subjects:

Verbal feedback should take place regularly in subjects such as Art, Music and PE, with practical demonstrations to move on learning. Photographs should be taken to demonstrate objectives being achieved or to set the next steps. Such photographs can be used in displays or put into topic books. All written work should be marked and reference made to the learning objective.

Monitoring, Evaluating and Reviewing

This policy has been produced after consultation with the LA, SLT and teaching team. Marking in books will be monitored by the SLT and subject leaders. Written and verbal feedback will be given to staff, highlighting good practise and areas for development. This policy will be reviewed annually by the SLT.

Appendix 1:

EYFS

Green pen to be used by teachers to indicate the work was marked by the class teacher.

Mark	Meaning
I	Independent work
AL	Adult Led
AD	Adult Directed
CP	Continuous Provision
w/s	With support
	What was good (verbal feedback)
	What needs improving (verbal feedback)
Supply	Supply Teacher

KS1 / KS2 Marking Scheme

Green pen to be used by teachers to indicate the work was marked by the class teacher.

Mark	Meaning
I	Independent work
.	Check this / incorrect (may include a circle around part of the work)
/	New line or space missing between words
//	New paragraph
sp	Spelling error (may put a ring around incorrect part)
CL	Capital letter missing
CLx	Capital letter not needed
P	Punctuation missing
VF	Verbal Feedback
Supply	Supply Teacher
 /NSM	Next steps marking
√	Work is correct
T	Target
	Objective achieved (may put next to objective)
Green Highlighting	Example of objective achieved within the work – flourishing
Pink highlighting	Objective not achieved Area to develop / improvement area