



The Meadows
Primary School



We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Aims of the Marking and Feedback Policy

We mark children's work and offer both verbal and written feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- inform future planning;

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback, conducted by both Teachers and Teaching Assistants:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read comments, marking will be by discussion with the child and a system of 'traffic lights' colour-coded dots.
- Additionally, comments by the teacher will be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time and will help a child to identify their key priorities.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria at an appropriate point in the lesson and teaching the children to evaluate their own work against them.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'. To this end the 2 Stars and a Wish System are used within pieces of extended writing.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established. This is evidenced through the use of 1-2-1 notation.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenary sessions.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- Developmental comments will be clear in both Maths and English. Children are expected from Y1 upwards to answer any questions that the teacher has asked or to complete any correction.
- Marking should be purposeful and manageable at all phases.
- For work in any curriculum area, feedback should encourage high standards and reward achievement, based on recognition of the individual child's abilities and effort.

- Stamps, stickers and/or team points are awarded throughout the school to encourage and reinforce good work.
- When children produce work of a high standard, they will be sent to the subject leader and/or Headteacher for praise and may receive a Headteacher's award. Additionally, this work can be shared in the celebrations assembly on Friday in front of the whole school. Each week the class teacher chooses one piece of work to be celebrated as "Work of the Week" (WOW). This is displayed in the school and also on the website.

Implementing the Marking Policy

The extent of the Teacher's and Teaching Assistant's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.

Children should be encouraged to assess their work ahead of final marking, using the success criteria and display prompts. This helps the children to reflect at each step of the learning process.

In addition, the children could indicate where they think a particular success criteria has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular objective has been met.

Spellings are not routinely corrected in the Foundation Stage as the focus is on encouraging emergent writing. At Key Stage Two, a maximum of four spelling mistakes will be identified by a short, straight line under the word and the correct word written at the bottom of the work. Children are then expected to write each word three times. In Key Stage One, a maximum of three spelling mistakes will be highlighted according to the ability of the child. The focus will be upon the most commonly used words.

Teachers will mark in green or a red pen, so that teachers' comments can be distinguished from children's writing. Green is for a positive comment and red is for a development point. Where children are asked to mark their own work, this will be completed with a coloured pencil or gel pen.

Extended writing

Children will mark their own or peer's work using the 'Writing Success' criteria. The teacher will then evaluate the child's marking and add their own comments. Teachers will highlight a

short section or a particular sentence to be edited and improved by the pupil. Where possible the emphasis of such editing should be upon basic skills or their writing target. This also applies when marking a piece of extended writing in other areas of the curriculum. Teachers' marking of extended writing is primarily for the purpose of "closing the gap" between where a pupil is and where the teacher wants them to be. There are three types of prompts that promote improvement. These are:

- Reminder prompts
- Scaffold prompts
- Example prompts

Other Curriculum Subjects:

For work in subjects, such as Science, Topic and RE, the learning objective will be clear and marking comments will relate to this. The teacher will indicate if the learning outcome has been achieved through the use of stamps and comments. Particular emphasis should be placed upon subject specific vocabulary.

Supply teachers are asked to mark any work set and initial it at the end.

There are different forms of marking:

- By the teacher or teaching assistant
- By the child
- By a peer

When children mark their own or another child's work, the teacher will always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

When marking **Maths** at both key stages, correct work is ticked and mistakes are identified by dots. The main error in a calculation is circled. Where a whole section is clearly wrong and misunderstood, a line or bracket is used and a comment is given, indicating the error or asking the child to see the teacher for an explanation. Particular emphasis should be placed upon the spelling of mathematical vocabulary. At Key Stage Two, a maximum of four spelling mistakes will be identified by a short, straight line under the word and the correct word written at the bottom of the work. Children are then expected to write each word three times. In Key Stage One, a maximum of three spelling mistakes will be highlighted according to the ability of the child.

Foundation Stage

Wherever possible, the teacher will mark work alongside the child and the child will be given the opportunity to talk about their work. Children will mark their own work with faces. In Maths, dots in traffic colours will be given to identify whether learning objectives have been achieved (green for the learning objective achieved, yellow for more practise needed, red for misunderstood). In English written work, success criteria are provided. The teacher evaluates the work, highlighting which criteria have been achieved. In all areas of learning, a

verbal and written development point will be given where necessary. As the autumn term progresses, children are encouraged to respond to the development point under the guidance of an adult. The emphasis of these points and corrections will be letter and number formation

Key Stage 1

The learning objective (WALT) will be stuck into the child's book for every lesson. Clear and short success criteria will be listed, so the children are able to evaluate their own learning using the traffic light colour codes. The teacher will then evaluate the work and write their own comments using the red and green format.

Key Stage 2

The learning objective (WALT) will be stuck into the child's book, for every lesson at the beginning of each piece of work. The success criteria will be clearly identified to the children so they are able to evaluate their own learning and write a comment. The teacher will then evaluate the work and write their own comments using the red and green format.

In all classes, the teacher where appropriate, will also mark against the child's targets. In the margin, a 'T' in a green circle to indicate target achieved.

Use of Formative Assessment:

In order for the children's work be used for assessment purposes, it is important that it is evident how much help the child received in completing the work. The following codes will be used:

GW - guided work

IW - independent work

S - Adult supported work

PW - paired-work

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Headteacher:		Date:	
Chair of Governing Body:		Date:	