



Weetwood Primary School

Marking and Feedback Policy

**Written: November 2015
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Introduction

As part of the overall process of assessment, we regard marking and giving of feedback as an integral element of the teaching and learning process.

As such, we take a professional approach to the tasks of marking and feedback and appreciate that staff make a choice of the form of feedback children are given.

Why do we do it?

As part of the overall process of assessment, we regard feedback (not exclusively marking) as an integral element of the teaching and learning process.

The most powerful form of feedback is clearly oral, face to face dialogue between teacher and children or children give feedback to each other.

Shirley Clark, quoted in Assessment for Learning

Teachers need to be aware of what work needs to be properly marked and what work simply needs to be acknowledged. Professional judgement applies. Clearly, as core subjects, English and Maths often require quality marking, although there are exceptions (e.g. spelling tests, simple word and sentence level learning).

What should we do?

- Show that we value their work and encourage them to do the same.
- Provide the children with a clear picture of how far they have come in their learning and the next steps.
- Promote self and peer assessment which promotes independent learning
- Share understanding and identify misconceptions
- Use the information from marking and feedback to inform future learning.
- Marking and feedback that is appropriate to the child's individual needs, attainment and ability
- Follow consistent practice throughout the school

How do we do this?

The following procedures should be followed when marking work:

General:

- Marking should always be seen as an opportunity to progress children's learning whilst providing **motivation** and **encouragement**. Comments need to be precise and linked to the lesson objective and be easy for the child to understand.
- Learning objectives should be in the children's books and relevant to our Chris Quigley curriculum.
 - **Basic level children:**
For children working at a 'Basic' level there may be a learning objective with clear instructions.
 - **Advancing level children:**
For children working at an 'Advancing' level there may be a learning objective with Top Tips or reminders to support the children.
 - **Deep level children:**
For children working at a 'Deep' level there may be a learning objective and the children might generate their own success criteria or top tips. On some occasions it might be appropriate for you to provide no learning objective.
- All work should be marked in green pen.
- Comments should be appropriate to the age and ability of the child.
- Adults should use the agreed marking codes.
- Feedback and marking can come from teachers and teaching assistants.
- Marking and feedback should involve the child as much as possible and come promptly, even during or straight after the activity; marking during an activity can be very effective in a guided group situation or one-to-one level.
- Objectives that have been met are highlighted in **GREEN**
- Additionally, highlight the aspects of the work which **meet the learning objective** in green along with the appropriate code written in green. This will indicate to the child the specific parts of the work which are good.
- Areas for development are highlighted in **PINK** with the appropriate code
- Highlighting aspects of the work the children can improve in pink allows children to see exactly which element they need to edit and improve.
- Children should be responding to the 'Think Pink' or 'Next Steps' in their books. Time for children to respond to marking and feedback needs to be planned into lessons.
- Any amendments the children make should be done in **PURPLE POLISHING PENS**.
- In Foundation and Key Stage 1, comments may be directed towards the adults working with that child, providing a record of the child's achievement, how much help was given

and what the next steps are. Encouragement can be given verbally or through the use of stickers, stamps, smiley faces, etc.

- Peer marking should be a regular feature of books, particularly in English. Any peer marking the children do should be done in **PURPLE**. This could be, two stars and a wish, partner discussion about the success criteria/top tips using initials to show this has happened, children using the marking codes and leaving a positive comments (Kind, Specific and Helpful) or children setting a 'Next Steps'/Challenge question for their partner.
- Children can be encouraged to respond to marking by writing a response where appropriate. Marking needs to be done as soon as possible after the work has been completed. Marking needs to be shared with pupils, allowing them time to make corrections or act on other advice/targets given.