



Platt C.E Primary School

Marking & Feedback Policy

Policy and Practice in our Primary School

INTRODUCTION

MISSION STATEMENT

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

PRINCIPLES

Marking and feedback should:

- Be manageable for teachers
 - Relate to learning intentions, which need to be shared with children
 - Involve all adults working with children in the classroom
 - Give children opportunities to become aware of and reflect on their learning needs
 - Give recognition and appropriate praise for achievement
 - Give clear strategies for improvement
 - Allow specific time for children to read, reflect and respond to marking
 - Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
 - Take an approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention
 - Respond to individual learning, needs, marking face-to-face with some and at a distance for others
 - Inform future planning and individual target setting
 - Be accessible to children
 - Use consistent codes throughout the school
 - Ultimately be seen by children as positive in improving their learning
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- Encourage and teach children to self-mark wherever possible

When we mark we are committed to:

- Keeping our marking up to date so that it is relevant and informs our planning.
- Marking in a pen as it will be easier for children to read.
- Modelling correct handwriting, sentence structure, punctuation and spelling.

STRATEGIES

Summative Feedback/Marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

Formative Feedback/Marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly, and in a whisper, on other features.

Quality Marking (Next steps)

It is not possible to do this for all tasks but wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Key spelling mistakes should be marked with a **sp** in the margin or next to them, these will be focused key words the children are working on and level appropriate. Where developmentally appropriate pupils may be asked to search for spelling errors within a line, paragraph or complete piece of writing. These could form part of the next steps. Only highlight one or two spellings for each piece of work. Focused next steps should help the child in "closing the gap" between what they have achieved and what they could have achieved (e.g. "*What else could you say about the prince?*", "*Say something about the prince's personality*", "*Try one of these words: handsome, elegant, and arrogant*"). Teachers need to allow time for children to respond to next steps. Teachers will acknowledge when this next step has been addressed by initialing. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful "closing the gap" comments are:

- A **reminder** prompt

e.g. "What else could you say here?"

- A **scaffolded** prompt

e.g. "What was the dog's tail doing?",
"The dog was angry so he ...",
"Describe the expression on the dog's face").

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- An **example** prompt

e.g. “Choose one of these or your own:
He ran round in circles looking for the rabbit
The dog couldn’t believe his eyes”

Self-Marking

Children should self-evaluate wherever possible, this maybe through the use of post it notes or a traffic light symbol. The plenary (or mini plenary) may then focus on this process as a way of analysing the learning.

Paired Marking

Before end of lessons, children should sometimes have the opportunity to be asked to evaluate narrative work in pairs. The following points are important:

- Children need to be trained to do this, through modeling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided and agreed.
- We use post it notes for children to write their comment on.
- May use a traffic light colour to show how they have got on.

Codes used by all: (these should be displayed in the classroom)

T	Teacher has supported the work
TA	Teaching assistant has supported the work.
P	Parent helper has supported the work.
I	Child has worked independently.
S	Spoken feedback
Cf	Feedback given to class
Pm	Peer marking
sp	Spelling mistake to check.
Lp	Learning partner
LZ	Learning zone
NS	Next step

Date originally agreed: November 2013

Agreed by teaching staff on the 15th November 2013.

Revisited with all teaching staff on the September 2014.

Revisited and amended with teaching staff 15th September 2015

Revised November 2016

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