

# Temple Ewell Primary School



## Marking & Feedback Policy

## **MARKING & FEEDBACK POLICY**

### **1 Introduction**

1.1 We take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

### **2 Aims and objectives**

2.1 We mark children's work and offer 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. 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;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

### **3 Principles of marking and feedback**

3.1 We believe that the following principles should underpin all marking and feedback:

- Marking should always relate to the learning intention and, increasingly, the child's own personal learning targets.
- The child must be able to read, understand and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should 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.
- 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.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group 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 be completed before the next lesson in that subject

## **4 Implementing the marking policy**

4.1 The school has explicit rules that apply to all pieces of work (eg the date and title must be written in pencil/pen, must be underlined in pencil using a ruler and must include the lesson objective at the top), and teachers will not accept the work unless these rules have been followed.

4.3 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.

4.4 Any negative comments must always be followed up by a constructive statement on how to improve.

4.5 Written comments are more valuable than marks or grades.

4.6 Ticks are normal where work is correct, and crosses where errors have been made. Other symbols may be used once their meaning has been explained, eg an S through a spelling mistake.

4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

4.8 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.

4.9 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

4.10 Children should be encouraged to assess their work ahead of final marking, using prompt cards, where appropriate, and these cards can remind children of the success criteria and their learning targets, or suggest common checks to perform (eg capital letters). This helps the children to self-reflect at each step of the learning process.

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

4.12 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

4.13 Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling that all pupils should know, pupils write the word in their Word Vocabulary Books and in their book three times;
- if it is something related to the child's target.
- A maximum of 3 spellings will be corrected per piece of work in Literacy and topic books.

4.14 When marking for improvement the following approach is taken:

- Green highlighter = where Learning Intention is achieved (up to 3 examples highlighted in piece of work)
- Pink highlighter = development point

The Learning Intention will be highlighted in green if it has been achieved.  
The teacher will add a written prompt to scaffold development of a point at the bottom of a piece of work. Pupils will be given time in the next lesson to follow up developmental comments.

4.15 APP sheets in children's books will be highlighted in different colours per seasonal term to show progression.

Terms 1 & 2: yellow

Terms 3&4: pink

Terms 5&6: green

## **5 Expectations**

### 5.1 Generic

- When working with a focus group, the teacher will give written and oral feedback, marking work with the pupils.
- Pupils will be given clear expectations through feedback of high standards of presentation.
- When verbal feedback is given, VF will be written in the child's book with a short reference to the teaching point/s.

### 5.2 Literacy

- One piece of writing will be marked for improvement each week. The developmental comment will scaffold the pupil's response.

### 5.3 Maths

- One piece of problem solving work will be marked for improvement each week. The developmental comment will scaffold the pupil's response.
- Teachers will counter-initial TA marking once a week.

### 5.4 Science

- After investigations, the write-up will be marked for improvement. The developmental comment will scaffold the pupil's response.

## **6 Monitoring and review**

6.1 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.

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