



Etherley Lane Primary School

Marking and Feedback Policy

We believe that feedback and marking should provide constructive feedback to every child within the school, focusing firmly on success whilst encouraging the need to improve set against learning objectives. This will then enable all children to become reflective learners and help them to close the gap between current and desired levels of performance.

Principle Aims

Marking and feedback should:

- be manageable
- be related directly to learning objectives, which need to be shared openly with children
- Involve all adults that are working with children within the classroom
- Give children the opportunities to be aware of, and reflect upon their individual learning needs
- Give recognition and praise for achievement
- Give clear strategies that should be used to improve performance
- Involve children directly in the process, in both written and oral form, with particular emphasis on the use of peer and self marking where appropriate and possible.
- Inform future planning and individual target setting
- Use consistent codes and marking format throughout the school
- be seen as something positive by the children
- provide steps and extend learning where appropriate

Strategies

Summative feedback or marking

Usually this consists of ticks or dots and is associated with closed tasks. Wherever possible children should mark these types of exercises themselves or as groups or classes, in purple pen.

Formative feedback or marking

Any oral feedback should relate directly to the learning objective.

To inform children fully we will ensure that feedback will relate directly to the learning objective and/or success criteria of the task. *Focused comments* will also enable a child to recognise what they *need* to improve upon in order to achieve the next step in their learning journey. Useful comments to help children make this movement include

- **reminder prompts** eg What else could you say here? Remember how you could use.....Don't forget to.....etc
- **scaffold prompts** eg Try to include more description aboutThink about what the boy could see as well as hear....etc
- **example prompts** eg Why not try to write something like (example) You could try to include words like

Self marking

Children should be encouraged, wherever possible, to self evaluate their own work. As the children move through KS2, they should be encouraged to consider more carefully the success criteria and learning objectives that they have been working to and develop a more critical approach to their own learning. We will then encourage the children to use the plenary sessions to analyse individual learning.

Shared marking

This method of marking will be used throughout the school to encourage strategies in the children for work evaluation. The teacher will select and use an anonymous piece of work at regular intervals and model the marking processes so that the children begin to understand more fully how marking points are made.

Paired marking

We will encourage the use of this strategy in KS2 on a regular basis so that children feel that they have "ownership" of work and understand more fully how to evaluate and comment upon other class members work and achievements. For this to be successful we will:

- ensure that time is given to train children to mark in pairs (see above, Shared marking)
- ensure that ground rules eg listening, interruptions, confidentiality, comments are decided by the class and regularly shared
- encourage dialogue between the children and suggest that positives are given first, with one area for improvement.

Abbreviations and marking presentation

We will use a recognised system of marking abbreviations (see below) and copies of this will be displayed and shared with the children in each classroom.

Marking Feedback

Indicate the level of support given:

AS *Adult Support*

1-1

*Intervention:

VF *Verbal Feedback*

No code- independent work

<p> <i>What went well</i> (indicate self or peer assessed)</p> <p> <i>To improve, you need to</i></p> <p>CL <i>Capital Letters</i></p> <p>FS <i>Full Stops</i></p>	<p> <i>Vocabulary</i></p> <p> <i>Conjunctions</i></p> <p> <i>Punctuation</i></p> <p>____ sp <i>Spelling</i></p> <p>____ ? <i>Sense</i></p>
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Teachers will mark work in green pen only, and highlight success criteria achieved in green.

In written work, examples of achievement of success criteria will be highlighted in green.

In Maths, success criteria achieved will be highlighted and marking will focus on next steps and mastery, when appropriate.

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It must be clear, and legible, to each individual child.
Pupils must be given the opportunity to read (or be read) comments and respond to them both orally and/or in writing.

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