Marking and Feedback Policy

in support of

William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School

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Policy to be reviewed: February 2025

Introduction

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards. Effective marking allows for assessment, where the child can recognise the next steps in their learning.

Aim

We recognise that feedback can only be effective if children clearly understand the task. Therefore, feedback (oral and written) will focus on success and improvement needs against our learning objectives, enabling children to become reflective learners and helping them to close the gap between current and desired performance. We aim to mark positively, whenever possible, to enhance self-esteem and nurture confidence.

In short, marking and feedback should inform:

- Where the learners are
- Where they need to go
- How best to get there

Principles

Marking and feedback should:

- Be manageable for all teachers

- Be smart and relevant

- Involve all adults working with the children in the classroom

- Inform future planning and individual target setting

- Include the 2:1 success to improvement ratio (two stars and a next step)

- Give recognition and appropriate praise for achievement

- Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs

- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others.

- Be accessible and inclusive

- Be seen by children as positive in improving their learning

- Relate to learning intentions, which must be shared with the children

- Relate to the success criteria, which must be shared with the children
- Give clear strategies for improvement e.g. a 'closing the gap' comment
- Appropriately involve children in the same process (whether written or oral) across **all** subjects
- Use consistent codes throughout and across both schools
- Encourage and teach children to peer and self mark where possible.

Marking and feedback will be completed in **blue**. Teachers, and teaching assistants, will write legibly and model good practice. Supply teachers will initial to show they have acknowledged the work and, in some cases, make a comment.

Who can feed back?

- Teachers
- Teaching Assistants and other adults.
- Pupils' self-assessment.
- Peers – review and give initial feedback.

The Marking Process

During a piece of work, over-marking or 'surface' feedback should be avoided; understanding that many pupils will benefit from the targeting of two or three key points for learning, but also recognising the need to mark to the child's own personal learning and capabilities.

After (or during) a piece of work, comments may be written or discussed. It is important we acknowledge the influence marking and feedback has on motivation and self-esteem, which are both crucial to learning. Therefore, comments need to be motivational and personal. Quality marking will generally recognise success and give an appropriate 'next step'. Specifically in maths, there may not always be a requirement for a 'next step', as this could be the following day's focus.

Children will have the opportunity to discuss work in relation to learning intentions and individual targets

The plenary session (or part-way through a session) can assist with evaluating how well learning intentions have been met

The plenary session (or part-way through a session) can also allow children to check through a piece of work to make any amendments – this is an age-appropriate activity, but where practicable it's important that children have the opportunity to 'mark' their work (see Self-marking).

Approaches to Marking and Feedback

Marking and feedback should be done as soon as possible, this could also be by another adult (not just the class teacher) working with the children. Marking and feedback may be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with.

Verbal/Oral feedback is highly regarded in motivating children towards improved effort and high achievement. This should be recorded by **VF** and then initialled by the adult. We recognise the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings

and extend learning by giving next steps advice. Children of all ages benefit hugely form oral feedback, but this is particularly important in the early years, Y1 and for some SEND pupils who are unable to read a written comment.

Acknowledgement marking - it is difficult to quality mark every piece of work. Often, a 'check' is all that is required. 'Checking' of work simply indicates that work has been seen. It can be done using a simple symbol such as a tick or an initial.

Its main purpose is:

- to show you are aware of the quality of work

- to challenge incomplete or untidy work

- record an occasional comment to recognise outstanding effort

- identify pupils who may need more help or challenge.

Distance marking should be accessible to children and manageable for teachers. (Codes will be used against learning intentions wherever possible)

Guided/support work will be indicated thus, by the supporting adult

Focussed comments or next steps should help the child in 'closing the gap' between what they have achieved and how they could be challenged or improve their work.

'Closing the gap comments' can give more or less direction depending on the ability of the child:

- a reminder prompt e.g., *What else could you* say *here?*

- a scaffolded prompt e.g., *What* was *the dog's tail doing?* or *The dog* was so *angry he…*

- 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.*

- a practice prompt e.g., *write three sentences with an adverb from the list*

Self-marking

Children should be taught and encouraged to self-evaluate wherever possible. Children can identify their own successes (using coloured pencils/pens) look for improvement points and/or make any amendments to a piece of work. Good practice involves children developing and understanding a success criteria, which they then use to evaluate their work against. Throughout the lesson and at the plenary they can then focus on this process as a way of analysing their learning and next steps, taking a greater responsibility of their own learning as they mature.

Paired marking

Children should have the opportunity to evaluate work in pairs. The following points are important:

- Paired marking should only be used when teachers feel children are ready, mature and skilled enough within a positive and trusting atmosphere.
- Children need to be trained to do this through modelling with the whole class and watching paired marking in action (especially when children are new to our school).
- Ground rules (e.g. listening, interruptions, confidentially, etc.) should be decided and then maybe displayed as a poster.
- Children should point out what they like, using coloured pencils and the correct annotation, and then suggest a way to improve the piece using the learning objective and success criteria. The 2:1 success to improvement ratio (two stars and a next step) should be followed, to avoid over-criticism.
- Pairings should be based on trust and positive relationships (sometimes chosen for ability/interest reasons).
- Encourage a dialogue between children rather than taking turns to be the 'teacher'. They should discuss each other's work together e.g., "I think this bit really shows how the character feels, what do you think?"

Shared marking

Shared marking is a useful tool to model the evaluation process against success criteria and to annotate improvements to an original. This can be an example or an anonymous piece of work however within a supportive and positive classroom culture it should be possible to use real pieces of 'live' work. Children

could be taught skills and strategies for marking or reflection in a variety of situations.

For example:

- With their permission, children's work can be duplicated, so the teacher can sensitively model the marking process and teach particular points at the same time.

- During an arts or PE based activity children will be encouraged to discuss the comments with an adult, to clarify meaning and/or improvement

- Displaying exemplar pieces of work, which have been marked and discussing why they are at that particular level

- Children may be asked to compare a piece of their own work, with an exemplar to identify what they need to do to raise the quality of their own work.

Corrections

With a 'mistake' (something a pupil can do, and normally does do correctly, but has not on this occasion) mark as incorrect by inserting a **C** near the correction or in the margin (as per Marking Code). This will allow the child to consider the correction needed.

With an 'error' (resulting from an underlying misunderstanding or lack of knowledge) remind pupils of a related rule, e.g., 'apostrophes are used for contractions' or to provide a hint or question that leads them towards a correction of the underlying misunderstanding.

Codes

With most subjects, agreed marking codes can save time and make the feedback more accessible to the child. For a full list of marking codes see appendix A.

Marking and feedback in the Foundation Stage:

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement

- Adults talking to children individually about their achievements and how to develop their skills further

- Group time where children talk with their peers and teacher about their learning

- Paired peer assessment

- Annotation of photographic evidence

- Written observations

- Simple images as reminders or rewards e.g., a smiley face,

- School reward system to celebrate their achievements – stickers and house points.

All adults in the EYFS setting should be aware of the next steps in each child's writing or maths journey and have the knowledge to be able to support development towards the next step in learning.

Marking Code

	Symbol	Meaning
Drawn around the letter	△	**Capital or lower-case letter needed or incorrectly placed**
Placed where punctuation needed	O	**Punctuation or incorrectly placed**
Placed around a phrase, piece of work etc.	[ ]	**Think about…**
sp (margin)	——————	**Spelling correction/s required** *
Indicated in the text	//	**New paragraph**
Next to the sentence or word	✓✓	**Something done well i.e., good sentence or choice of word/s**
At the end of the piece of work	☆	**Star of Success**
Placed near to correction/in the margin	C	**Correction required**
Self-Assessment Traffic Light system – Against the SC of the lesson	🚦	**I do not understand** **I am beginning to understand but need more practise** **I understand and am confident**
	📶	**Next steps**
	☝	**Finger space**

	Symbol	Meaning
	(S)	Supported by an adult
	Ab	Absent from session
	VF	Verbal feedback
	(S)	Supported by an adult

* The amount or approach to spellings and corrections is both age appropriate and ability focussed; the number of corrections and guidance will depend on the individual child.