



# Marking and Feedback Policy

*At Partney Church of England Primary School, we aspire to develop the whole child, mentally, physically and spiritually, within a Christian ethos preparing them for a happy, healthy and fulfilled life ahead.*

**Reviewed Staff: 27.9.16**

**Reviewed Governors: October 16**

**Reviewed Pupils and Curriculum November 2018**

## **RATIONALE**

To ensure that all children have their work marked and assessed in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for reflective learning and next steps.

Through this policy we are aiming for consistency in marking and feedback across the Key Stages.

## **PURPOSE**

The purpose of marking and feedback is:-

- to indicate to children what happens next and what improvements can be made to ensure progression.
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the school's progress against national standards

## **PRINCIPLES**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Teachers should provide individual/group verbal feedback to children during all lessons.
- The marking of children's work, either written or verbal, should be regular and frequent.
- When marking work, Teachers should look for an individual's strengths before identifying improvements to be made or next steps.
- Marking should be linked to learning objectives/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- Feedback (both oral and written) for children with SEND including dyslexia and dyspraxia, should develop self-esteem.
- Information for parents should be given by the school and feedback on progress is provided to parents via consultation sessions or as required.



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## GUIDELINES

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking can be oral and/or written according to the ability of the child. Teachers should indicate where verbal feedback has been given.
- Work should be marked/corrected according to the curriculum with attention to English and Maths that has been taught.
- Children should be given time to respond to feedback. Where possible this should be included in the fabric of a lesson.
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.
- The marking scheme should be clear and communicated to all through placement in children's Learning Journals Books. (See Appendix 1, Marking Scheme).

## Self-Evaluation and Peer Assessment

Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements. (Blue Buddy approach)

Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.

## MONITORING AND EVALUATION

The Teaching Team/subject leader will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be: -

- An improvement in children's attainment against Curriculum objectives in Core Subjects.
- Consistency in teacher's marking across the two key stages and between year groups, identified through book trawls and scrutinies.



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## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the teaching team, the Headteacher and the nominated governor committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Linked Policies

▪ Assessment	▪ Curriculum
• Equality Policy	▪ Support Staff

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



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Appendix 1  
Marking  
Scheme  
example

Code	What type of work?
S	Received support with learning or question
G	Guided learning with CT or TA
I	Independent work
GW	Group work
ST	Supply Teacher
<b>Feedback</b>	
VF	Verbal feedback-indication given about what it concerned
p	Punctuation error
sp	Spelling error
gr	Grammar error
t	Check for tense (KS2)
^	Check for missing word
😊	Well done!
?	Does this make sense?
📈	Next steps
I can / LO	Learning objective met
<b>Who has given feedback?</b>	
Green pen	Class teacher/TA
Black pen	Peer feedback
<b>Responding</b>	
Red pen	Pupil response to feedback or questions
Purple pen	Proof reading/self-editing