

# MEREWORTH COMMUNITY PRIMARY SCHOOL



## MARKING & FEEDBACK POLICY

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Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

## **Mereworth Community Primary School Marking and Feedback Policy - 2022**

This policy is part of the whole school policy for Teaching and Learning. It relates to the ethos of our school and has direct links to curriculum planning and assessment.

### **A Definition of Marking**

Giving feedback to pupils in ways which will improve their learning by helping them understand what they are doing well, and how they can achieve future targets.

Our policy is based on the principles that

- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher informed of individual needs and abilities within the class.

### **A Whole School Approach**

#### **Who is involved?**

Leadership Team – monitoring, evaluating and training

Class Teachers – giving feedback in a variety of forms

Pupils – self assessment and marking, peer assessment and marking and improving their own work

Support Staff – marking in line with the Learning Objective, commenting on assistance given

Cover Staff – To mark and signature lessons covered

### **The Purpose of marking and giving feedback**

- To provide feedback about strengths and areas for development in work
- To provide feedback on accuracy and correct errors
- To assist children with reviewing their own work
- To inform planning
- To help with reporting to parents

### **Effective Feedback and marking**

- Is most effective in the presence of the child
- Effort is acknowledged alongside achievement
- Pupils must be given time to read through marked work, reflect and respond to marking

### **Marking and feedback should take on the following forms as appropriate to the work:**

- Linked to the Learning Objective/ non negotiables/ personal targets
- Use of tablet, Visualizer and mini plenaries are used to share and model good examples
- Positive comments and guidance for moving learning forward in green bubbles
- Open questions are posed to enable the child to think about next steps and taught skills

- There may be a correct example given by the teacher
- There may be a request to complete corrections
- Includes a range of oral and written feedback, verbal feedback will be noted in books
- Is given as soon as possible after the work is completed by the pupil
- Includes opportunities for self and peer assessment

### **Guidance on peer/ self-assessment**

Peer and self-assessment have a key role in marking and feedback. They empower children to take control of their learning.

In line with Assessment for Learning strategies, within some lessons children should have opportunities to assess their progress (or that of others).

Children will be trained in how to peer and self-assess meaningfully.

Key Stage 1 will complete peer or self-assessment at least once per term. This will be verbal or with the use of symbols.

Year 3 and 4 will complete peer and/or self-assessment at least once per term in foundation subjects and once per week in the English and Maths – this will be either verbally or written.

Year 5 and 6 will complete peer and self-assessment each week across different subjects. This could be verbal or written.

Children will act as response partners. This encourages critical reading, careful checking and gives an audience for the work. Children will be guided by the teacher, so they show sensitivity to each other and know what they are looking for, to ensure the experience is positive and constructive.

Responses may also be given in the form of thumbs up or down/ hands up or down.

### **Children self-marking**

Occasionally and where appropriate children should be involved in marking their own closed exercises (where response is either right or wrong).

- Children will mark in their red responding pen (Maths exception where they will use a coloured pencil)
- Teachers should go through answers and processes orally, demonstrating any working out, so pupils understand mistakes.

Children (particularly those in Key Stage 2) are also encouraged to edit and improve the first draft of writing. This may be with teacher assistance until they are more independent with checking spelling errors etc. Children will use their **red responding pen** (with the exception of maths) to do this.

### **Feedback Methods**

The following feedback strategies are used in our school. The choice is dependant upon the type of work being assessed and the age of the children being assessed.

#### **Teacher's written feedback**

Teacher's feedback will focus on the objective and relate directly to the teaching points outlined at the start of the lesson. Not all errors will be corrected. Teacher's handwriting needs to be in-line with year group expectations.

- **Universal marking codes will be used.** Displayed in the class and explained to pupils regularly. (see Appendix 1 - marking codes)

- Teachers and TAs will mark in **green pen**, use a **green bubble** and any printed questions will be in a **green box**
- In extended pieces of writing, teachers may comment against the child’s personal targets and achievements.
- In writing, checklists for children / teachers to mark against will sometimes be used, usually at the end of a unit of work or when there is evidence of a final piece of writing in a specific genre.
- Success Criteria is shared in some lessons when appropriate (on board / PowerPoint etc.)
- Relevant elements of detailed marking will be introduced in Reception class ready for KS1, although it is expected that children will be given more oral feedback at this stage. A verbal feedback stamp may be used.
- HLTA Teachers will mark and initial all work (Cover KR5 - will initial the work but not mark).

### Marking for Improvement (MFI)

The expectation of ‘Marking for improvement’ comments which are linked to ‘**Blooms Taxonomy questioning**’ will be:

<u>Subject</u>	<u>Lessons per week recorded</u>	<u>Number of Blooms Question marking per week.</u>
English	5	2/5
Maths	5	2/5
Reading (Y3-6)	3	1/3
Science History/Geography	1	A minimum of two per term.
RE PSHCE ART/DT FRENCH	Dependent on the topic being covered and evaluation process for that unit. Note- A Date and LO will be evident in the child’s book for each lesson and if it is a discussion lesson the term ‘Discussion Lesson’ will be evident in the book. There <b>may</b> also be photographs included.	

Improvement and development comments should help pupils understand how to improve their work, assess their learning or apply a taught skill to a new context.

- Ask a question – “Why did...” “How could...”
- Get the child to rewrite a sentence to improve.
- Give advice – “Go back and add... / go back and identify...”
- Rework this calculation... / Explain why...

### Response Time for pupils on Teacher Feedback

When work has been marked for improvement and returned to pupils, time must be given at the next appropriate lesson or as morning work to enable them to read and reflect on the teacher’s comments. Children then respond to the improvement comments, make corrections, ask for clarification verbally, or work with the teacher’s guidance.

Pupils need to be taught to value teacher comments and feedback response time as an essential part of learning.

### Alternative ways of celebrating success

Openings of lessons (under Visualizer/ IPad, reading extracts of work, marking on example pieces)

Mini – plenaries (Why is this good?)

Assemblies

Achievement awards

Display

### Moderation

Cross year group and collaborative cross school moderation will occur regularly throughout the academic year enabling teachers to benchmark work against a wider group of pupils and engage in professional dialogue about assessment.

### Monitoring

Marking and feedback will be monitored by SLT and Curriculum Subject Leaders through book sampling, drop-ins and lesson observations

Updated – February 2022 following feedback from staff

## Appendix 1 – Marking Codes

<b>Mark</b>	<b>Meaning</b>
CL	Capital letter needed
Circle with P	Punctuation needed
COL + short date	Continuation of learning
/ or finger drawing	Space needed
//	New paragraph
^	insert
sp	Check spelling
<b>Maths:</b> dot next to incorrect calculations. Child to make correction alongside or at bottom of the work if there is no space in pencil.	
VF	Verbal Feedback
Initials	HLTA to mark and initial or KR5 TA to initial
GW	Group work
TD	Supported / directed by the class teacher
TA	Supported by a Teaching Assistant
Highlighting Or 2 ticks	To show and highlight 'success' in work completed