



New End Primary School

Feedback & Marking Policy

This policy will be reviewed on an annual basis.

Reviewed and updated: **September 2019**

Next review date: **September 2020**

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch' marking is frequent and will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary and should be short and challenging.

'Deep marking' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel professionally entitled to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.

Marking Guidelines

- We have agreed that teachers will mark the work in green ink.
- Older children will edit and mark their work using an orange pen.
- Teaching Assistants should record the level of support given to the child in completing the work by annotating group / individual teaching plans.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form.

√	tick	Correct
√√		When a particular area is exceptional (highlighting in green)
•	dot	Incorrect / think again (highlighting in yellow)
Sp ~	squiggly line	Incorrect spelling
→	arrow	Next step comment
* / √	star / tick	Positive comment
○	Circle	Missing or incorrect capital letter or other punctuation
NP //	Double forward slash	Paragraphing
S?		Does it make sense? (highlighting in yellow)
VF		Verbal feedback given (if relevant)

Self-review

Sometimes children will mark their own work. Children are encouraged to self-assess their learning with a smiley face and a brief comment. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion.

Next steps

At our school, the term 'Next Steps' refers to the practice of a child and their teacher periodically meeting to discuss learning and together deciding on a small number of next steps to help the child progress. This provides an opportunity for the child to review their own progress and to challenge themselves to achieve a higher standard. These may be recorded on a 'next steps' card or the final page of their book and will be monitored and reviewed by both the child and the teacher.

Peer feedback

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments.

Subject specific vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Summative feedback

Comments should *avoid* feedback that implies innate ability e.g 'You are really good at this!'

Feedback should offer comments on effort and engagement with the process e.g 'I can see that Challenge 3 has really helped you to think today'. It is helpful to record if a child shows 'secure' understanding.

Assessment and data

Marking can be used to contribute towards summative assessment and accountability Data; however teachers should remember that the audience for the marking is the child.