



South Molton United Church of England Primary School

Marking and Feedback Policy

*Approved by T and L Governors: 12 May 2020
Date of Next Review Summer 2021*

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Marking and Feedback Policy

Purpose:

This policy is designed to enable and ensure a consistent approach through the school for written and oral marking and feedback to children about their achievements and their next steps in their learning.

All marking should have a purpose and impact on the planning of the next steps in learning. Children must be given the opportunity and time to reflect on their learning, self assess their learning and respond to marking comments and oral feedback given.

Staff will constantly be assessing learning and providing feedback throughout lessons. Teachers will therefore be adapting the teaching in response to individual needs. This should be evident through the progress in a sequence of learning.

Aims:

- *For children to become reflective learners and to understand how they have achieved against the learning intention.*
- *To give recognition and praise for effort and achievements.*
- *To inform future planning and target setting.*
- *To enable and ensure consistency in marking and feedback through the school.*
- *Support in independently editing and improving their work.*
- *To enable children to understand how well they have achieved and what they need to do to further improve. This may be done through success criteria and Targets.*
- *To set out expectations for presentation of work.*

The amount of written marking must take account of the child's age, needs and how effective it is for that child. The amount of written marking should be appropriate to maintain a sensible work-life balance for staff and must be manageable and not unduly impact on workload.

How we will mark children's work:

- 1. Each piece of work will have a Key Learning Intention (KLI) written above it. This can be written independently OR stuck in depending on the task. Some children may have it scribed. This may not be the case in reception.*
- 2. It is expected that all work is given feedback on, however not every piece needs to have a written mark. Each teacher should be considering the needs of each child in their class when providing written feedback and the task that has been undertaken. Some marking will take place with the child.*
- 3. When written feedback is given, it should have impact on their learning, it should highlight something positive the child has done, related to the KLI, and also provide a next step which relates to future learning. There may also be comments about handwriting, spelling, grammar and punctuation.*
- 4. Sometimes, the teacher will highlight some of the child's work and leave a question or challenge to extend their learning.*
- 5. Editing and improving independently is an important skill. Children will be given the opportunity to frequently practise and develop this skill. This will be done through mini-plenaries during a lesson and*

therefore will not have a written comment by a teacher. It is expected that the drafting process will be heavily child-led and therefore there may not always be written comments by the teacher.

- 6. Marking in maths will look different from English. Ticks, dots/crosses will show accuracy. Misconceptions will ideally be picked up during the same lesson. However, they may be tackled in a future session through pre/post teaching. This should be noted in the book. Written comments should be in the form of challenge questions which consolidate and/or extend learning.*
- 7. Teachers should be periodically setting SMART targets (Specific, Measurable, Achievable, Realistic and Time-related) for each child after they have completed an elicitation task. This should be shown as a **T** and should clearly tell the child what to focus on in during the sequence of lessons. Teachers should then acknowledge whether the child has achieved this target and continue to monitor, giving feedback, until it is achieved.*
- 8. In a piece of writing, some spelling should be corrected; however marking should also identify misspelt words that the child should be spelling correctly (appropriate to the child). They should then be given opportunity to correct these when responding to marking. Children should be independently proof reading their work and correcting spellings using resources in the class. This needs to take full account of advice regarding*

independence and moderation in year 6 for writing teacher assessment.

- 9. The children should be given time to edit their work and respond to any development comments and moving on tasks/questions using a 'Purple Polishing pen' where appropriate. This ensures children are reflecting on their learning and acting upon feedback given.*

- 10. Success criteria grids are used during any extended piece of writing. This enables the child to self-assess. Both child and teacher will tick which success criteria they think they have achieved. The child will highlight their work to reflect on where they have met aspects of the success criteria - this can be teacher or child directed. Children may write their own success criteria.*

- 11. Science and foundation subjects will be marked using the symbols in the policy and where appropriate the above guidance.*

In each classroom there is a display of the marking policy and an explanation of what each symbol means. (See Appendix)

Presentation Expectations:

- Children should write as neatly as they can at all times. There should be evidence of regular work to develop handwriting and, if necessary, number formation.*

- Each piece of work should be dated and have a KLI which are both underlined with a ruler. Literacy should have the long date and maths the short date.*

- *Straight lines should be drawn with a ruler.*
- *Children should not make unnecessary marks in their books or on the cover*
- *Any mistakes should either be neatly and quickly rubbed out or have a single, neat line through.*
- *If necessary, work should be redone if these expectations are not met.*

Appendix

Key Learning Intention (KLI)

This is what we are learning about and working on. It could be

- Practising a skill.*
- Developing our understanding.*
- Acquiring new knowledge.*
- Learning how to apply our knowledge and understanding.*

Success Criteria:

This is what you need to do to achieve the KLI. This is what you need to do to be successful.

E.g. KLI: Use grid method to multiply two large numbers.

S.C.


I can partition two and three digit numbers.


I can multiply by 10 and 100.


I can use known facts to help me work out other sums.


I can make a sensible estimate.

Marking symbols KS2


 = SMART target for child to work towards over next week/couple weeks.


e.g.  *Your target is to ensure you are using a wide variety of precise verbs.*


 = To draw the child's attention to something that needs immediate attention.

e.g.  *You have forgotten several capital letters and full stops in your last paragraph. Use your purple polisher to add in the missing punctuation.*

SP = Incorrect spelling to identify and correct.

 = A part of a word which is spelt incorrectly that the child needs to correct.

 = To show the child where they have met the KLI.

 = To acknowledge where they have been successful.

VF = Verbal feedback given

PT = Pre/Post Teach

Examples of phrases used in marking

Maths

Which is bigger 0.7 or 0.36? Explain your answer below.

Can you give a context to this calculation?

How can you check that this calculation is correct?

Where have I gone wrong with this calculation?

Prove this ...

Find the missing number...

Which is the odd one out?

What is the rule?

