



Marking and Feedback Policy

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Marking and Feedback Policy

Aims

Our whole school Marking and Feedback Policy relates to the ethos and aims we seek to achieve in all curricular areas. Through the development of a rigorous Marking and Feedback Policy we aim to ensure the pupils understand what they have done well and how to improve their learning. Children's development requires an understanding of their needs and personalities. To ensure this development and so that each child realises his/her full potential, all marking must be positive, clear, and appropriate in its purpose, productive in its outcomes and centred around the child.

Effective marking should:

- Be frequent, detailed, and accurate and given in written or oral form.
- Developmental - comments should highlight what they have done well and what they need to do to improve further.
- Include regular opportunities to respond to the feedback and make improvements.
- Include regular opportunities to use and apply their skills through problem-solving.
- Be fair and consistently applied by all staff.
- Be done in relation to the teaching objectives and expected learning outcomes. The teacher will determine which aspects will be marked.
- Indicate where the child has achieved success in meeting the learning objective, he/she has been working towards. Before looking for what to improve, comment on what has been achieved.
- Be of benefit to teachers, pupils and to parents.

Purpose of Marking

- To demonstrate that a child's work is valued and appreciated.
- To provide the teacher with feedback on how well pupils have understood the current work and as a result enable him/her to plan the next stage of teaching and learning.
- To provide the child with feedback about their work.
- To motivate pupils to further effort by praising current achievements and focusing on aspects of work where further development is needed.
- To involve children in personal assessment.
- To give parents an indication of children's performance and if necessary to give them an opportunity to respond.
- To provide evidence of attainment and to set personal targets.

Marking Procedures

Marking may take the form of:

- Stamps or stickers indicating praise.
- Ticks, dots, underlining circles – depending on the purpose.
- Comments
- Symbols and agreed codes.'
- Verbal feedback – this will be indicated by a verbal feedback stamp or a written 'VF' at the end of a piece of work with a short note as to the purpose of the feedback.

Appropriate comments or prompt questions will be written in language that the child understands.

Marking comments or symbols should not detract from the child's work. Marking should be discrete with tidily written comments.

Work should be marked in a contrasting colour.

Marking will, where possible, be related to clear learning objectives which have been shared with the children.

Not all mistakes will be marked. Marking will depend on the focus of the lesson.

If spelling is not the focus of the activity, some but not all, spelling errors will be indicated. These errors will focus on high frequency words that the children would be expected to spell correctly. This is based on teacher judgement.

Good presentation is expected and may be marked.

To raise self-esteem and provide encourage marking will, where possible, be positive and celebrate success.

As pupils become able to self-correct their work, written work may be marked with the codes in the margin to indicate an error in that line (see Appendix 1)

Children will be actively encouraged to read teacher's comments by signing their initials beside it.

Corrections and improvements in work should be completed after the marked work. Teacher feedback will be given. The teacher will monitor the child/ren's work to ensure that the child/ren applies he feedback given to future work.

We acknowledge that the nature of the feedback may need to be different according to the age of the children or the National Curriculum Level at which they are working. We have developed our policy following a period of active research in order to determine which methods have the most impact on the children's learning in each Key Stage.

Developmental Marking in the Foundation Stage

To be most effective, children's work must be marked and assessed within the same lesson in the Foundation Stage. The children will be receiving continuous feedback throughout the lesson as appropriate, and time will be given for them to make improvements or be challenged by an additional task. When children complete a Teacher Directed task it will be marked as the child is working independently or as soon as possible after the child has completed the task. If the task is completed correctly or is being completed well, children will be rewarded with a sticker or a stamp and lots of praise.

If work needs amended children will have a **response time** to respond to the verbal feedback and scaffolding and have a go at improving their work. If the task is still not completed correctly, a note of the difficulty will be made in the class teacher's observation book and the teacher will plan ways to help the child in future.

If work has been amended by working with the teacher/classroom assistant, this will be highlighted with a 'verbal feedback' stamp given.

The level of support the child received when completing the task will also be highlighted as follows:

I = Independent work

T = teacher assistance given

C/A = classroom assistant help given.

Stampers that highlight the level of independence needed may also be used.

If there is time, and if appropriate for the individual child, then a simple **challenge** may be set i.e. an extension activity.

Effective Marking and Feedback Strategies – KS1 and KS2

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher, and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done. The verbal feedback stamp or symbol 'VF' should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for older children: **Success Criteria Checklist**

Learning Objective: To practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation.	

3. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners.' Children should be trained to do this, and ground rules set such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

4. Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. *"What else could you say here?"*
- A scaffolded prompt- e.g. *"What was the dog's tail doing?" "The dog was angry so he..."*, *"Describe the expression on the dog's face"*.
- An example prompt – e.g., *"Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes."*

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further. Any improvement or reediting should, where possible, be done with a pen.

5. Effective Marking Comments

Effective Marking Comments are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning objective and/or success criteria.

- **Praise comments.** These are used to praise and make explicit the learning achieved: for example, 'Fantastic—you can share objects into equal groups. These comments may be differentiated, such that some children may receive a comment saying, 'Well done you are beginning to'
- **Target comments.** These are used to make clear the key area which is the next step for the children.
- **Extension questions.** Teachers should ask children to respond to questions about their learning: for example, 'Which character do you like most? Why?' This dialogue should be

ongoing and purposeful. **'If a question is worth writing for a child, it is worth making sure every child is able to respond.'**

- **Peer assessment (PA).** This must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another's work, which is very powerful. For example, 'Has your partner used any imaginative vocabulary? Write the best words here.'
- **Self-assessment (SA).** Children can be encouraged to self-assess effectively against specific success criteria. Comments can also be used to provide children with lists of aspects to consider, which teacher and child can tick.

Appendix 1 Marking Code

√	This work is correct
•	Incorrect
Sp – underline word	Spelling mistake
→	Letter, or number facing the wrong direction
{	Does this make sense? Re-read and correct your work
tu <u>E</u> sd <u>A</u> y (Letter underlined)	Incorrect use of upper or lowercase letters Use the correct upper or lowercase letters.
^	Missing word Read your work and add the missing word.
F (finger space) (P1-3) / (P4-7)	Remember to leave a finger space in between each word. Space needed. Remember to leave a space in between each word
P	Missing punctuation Find out what the missing mark is and write it down.
//	New paragraph needed. Use a new paragraph.
Date?	No date on work Write the date on your work.
L.O/title?	No learning objective/title on work Write the learning objective/title on your work.
VF	Verbal Feedback
Verbal Feedback Stamp or VF	My teacher has talked to me about my work
C/A (Initials of CA)	Assisted by a classroom assistant
ST	Lesson was delivered/marked by substitute teacher, or student teacher
TA	Teacher assisted work
I	I did this work independently
LOA	Learning objective achieved
WTLO	Working towards learning objective
SA	Self-Assessment
PA	Peer Assessment

Class teachers will verbally share WALT (We are learning to...) with children.

Class teachers will verbally share WILF (What I am looking for...) with children.