

MARKING & FEEDBACK  
POLICY FOR

ST. MALACHY'S P.S.  
& NURSERY UNIT

CAMLOUGH

[INTRODUCTION](#)

At St.Malachy's we take a professional approach to the tasks of marking work and giving feedback to pupils. There will be consistency in the marking symbols used in a Key Stage, with the age of children being taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

### AIMS & OBJECTIVES

We mark children's work and offer feedback in order to:

- show that we value children's work, and encourage them to value it too;
- boost the pupils' self-esteem and raise aspirations through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding and identify any misconceptions;
- provide a basis both for summative and formative assessment;
- provide continuous assessment that should inform teachers' future planning.

### PRINCIPLES OF MARKING AND FEEDBACK

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets;
- The child must be able to read and, whenever possible, respond to the comments made, and be given time to do so. Where the child is not able to read or respond in the usual way, other arrangements for communication must be made;
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and Key Stages;
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his/her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset;
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate;
- Marking of pupils' work can be carried out by a classroom assistant, under teacher's direction;
- Peer marking is acceptable in KS2;
- Feedback may also be given by a classroom assistant, or through peer review;
- Group feedback is provided through plenaries and in group sessions;
- Feedback will help children identify their key priorities for improvement and the progress they are making towards their personal targets;
- Teachers will take account of mistakes made by many children and use them to inform future planning;

- Marking will be undertaken as soon as possible after the work is completed and no later than one week after it has been returned.

### IMPLEMENTING THE POLICY

- Ticks, crosses, underlining, circles, dots etc. depending on Key Stage and purpose.
- Using contrasting colours of ink.
- Use comments/symbols economically and feasibly so as not to smother or deface work, and use margin or bottom of page where possible. (See appendices for marking code system in each Key Stage).
- Rubber stamps/stickers indicating various expressions of praise.
- Oral feedback should focus upon successes, areas for development and to set targets for future learning.
- Summative marking is associated with closed tasks or exercises where the answer is either right or wrong. The children can mark this work - Key Stage 2 only.
- Stars or team points for achievement, e.g. group projects and independent work.
- Use comments appropriate for the particular child, avoiding negative words or phrases.
- Quality marking, e.g. One/two star(s) and a wish, linked to Success Criteria, to be completed in P.3-P.7. Minimum of once per half term for each pupil.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement, both orally and in written format. (P.4-P.7)
- Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

- Interactive marking between teacher and pupil, e.g. teacher may pose a question about their work and pupil can respond to comment through writing.
- Children are given time to read teacher's comments and may respond where appropriate.
- Where a member of the teaching team, other than the class teacher, has been involved in the child's learning, the work should be initialled and commented on where appropriate.

### MONITORING & REVIEW

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every two years, or earlier if necessary.

## APPENDIX 1 - THE FOUNDATION STAGE

Marking and feedback strategies include:

- Immediate oral dialogue with children about their play and work;
- Verbal praise;
- Stickers and stamps;
- Written annotations, short and narrative observations;
- Annotation of work and photographs by staff.

## APPENDIX 2 - KEY STAGE 1.

Marking and feedback strategies include:

- Differentiation in marking (see appendix 3) introduced in P.4, 2<sup>nd</sup> term;
- Peer marking introduced in P.4, 3<sup>rd</sup> term;
- Crosses used in P.4, mainly Numeracy;
- Homework: dated;
- Classwork: date and signature required for some classwork, but not all;
- P.3 - Use of stickers and from term 2, use of 1 star, 1 wish strategy;
- P.4 - Use of star(s) and wish strategy, stickers sparingly. One group to be targeted with one focus per half term for star and wish;
- Stampers used for capital letters, full stops and finger space;
- Key Stage 1 to include notation for incorrect spelling (sp) and omission (^).

## APPENDIX 3 - KEY STAGE 2

- Marking differentiation in each class

(1) **Average Level** = Teacher highlights the mistake but does not identify what is incorrect. Pupil identifies and corrects.

(2) **SEN** = Teacher identifies and circles mistake and pupil corrects.

- Marking Code

**CL** = A missing Capital Letter

**FS** = A Full Stop is required.

**NAS** = Not A Sentence.

**NP** = A New Paragraph is required.

**Sp** = A Spelling mistake.

**Λ** = Word missing.

**a** = apostrophe is required

**,** = comma is required

**adj** = adjective missing

**imp** = improve word/sentence

**G** = Grammar mistake