



Stanton Harcourt
CE Primary School

MARKING AND FEEDBACK POLICY

This policy was agreed by the governing body on:

Date

To be reviewed.....

Chair of Governing Body.....

Headteacher.....



STANTON HARCOURT CE PRIMARY SCHOOL

Marking and Feedback Policy

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against the learning objective. Constructive feedback enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next.

Aim: to establish a consistent and effective approach to the way work is marked and feedback given.

Principles that guide our approach to marking.

Marking and feedback:-

- Is accessible to children and manageable for teachers
- Is undertaken soon after the learning has taken place to ensure next steps are addressed in a timely fashion
- Gives recognition for achievement and clear strategies and opportunities for improvement
- Relates specifically to the learning objective
- Uses consistent codes across the school
- Is a response to individual learning needs
- Informs future planning

How we mark children's work:

Oral feedback:

It is important for all children to have regular oral feedback from the adult working with them. Verbal feedback should usually focus on how the child is progressing towards the LO and/or how to improve further. Verbal feedback is recorded in the child's book with the appropriate code (VF)

Summative feedback/ marking:

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is right or wrong. This can also be self, or peer marked. The learning objective may be ticked as described below. A written comment may be given.

This form of marking can take place in the form of live marking which occurs during the lesson and at the end. All lessons end with some form of feedback/marking.

Formative feedback / marking:

Not all pieces of work need to be 'deep marked.' In addition to English, each child should have at least one subject (except Maths) more deeply marked at least once a week; this should include a purple pen comment to move the learning forward.

Marking may consist of the following:

- Success criteria ticked to indicate level of success - see table below
- Purple Pen of Progress comment
- Ticked work to indicate correct answers
- Dots to indicate incorrect answers
- Verbal feedback given (VF)
- Positive comment - usually related to the LO
- 1 House point awarded for a really good piece of work
- Self/peer assessment

Marking codes

T	Teacher has supported the child in the lesson.
TA	Teaching assistant has supported the child in the lesson.
VF	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.
I	Independent work by the child.
✓	Success criteria has been partly achieved (next to appropriate success criteria)
✓✓	Success criteria has been fully achieved (next to appropriate success criteria)
.	Child needs to try this question again next to original answer.
Sp (in marg in)	Green line underneath incorrect spelling of a word the child should know. The child needs to correct these spellings - minimum of 3 at the bottom of the page.
P	Purple line underneath missing or incorrect basic punctuation (full stop, capital letter, comma). The child needs to correct this in their writing.
1 HP	1 House Point given for a really good piece of work.

Children must be given time to read, reflect and respond to marking and feedback. Teachers should allocate times for children to respond to marking and feedback. This time may be given at the start of the day or as part of a specific lesson. It should be clear over time that a child is not being given the same next steps/green-to-grow comments. Rather, it should be clear that these are either addressed, showing progress, or that child's underlying need/barrier has been identified and addressed

Deep marking:

Deep marking will happen in English at least once per week to support children's editing and proof-reading skills in order to move their learning on. In addition, there will be deep marking taking place in other subject areas. (One in every 3 pieces). Teachers focus on the learning intention of the task, the emphasis being on both successes against the learning objective and improvement needs. Clear, focused comments will be written, which will push the child's understanding forward. This could include asking the child to explain their understanding of a concept or choosing an appropriate answer to justify their learning

Spelling, punctuation and grammar: Not every element of spelling, punctuation and grammar are marked in every piece of writing. Adults will, however, incorporate observations of such errors in their ongoing assessments and address in future teaching.

EYFS:

In the Foundation Stage teachers focus on giving oral feedback but they may also write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for ongoing assessments, and write in work books. Foundation Stage staff use *Tapestry* (an Early Years online learning journal) to record and inform parents of their child's progress.