

**WINMARLEIGH C.E. SCHOOL**



# **Feedback and Marking Policy**

**September 2023**

## Winmarleigh Church of England Primary School Marking and Feedback Policy

### Aims:

- To provide consistency and continuity in marking throughout school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- To improve standards by encouraging children to do their best and improve on the last piece of work
- Develop children's self esteem through praise and valuing achievements.
- Create dialogue that will aid progression

**The overall aim of Feedback and Marking is to lead to improvement in pupils' understanding and work.**

### Good marking or annotation of children's work should:

- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback to the children about their learning
- Feedback should be positive, motivating and constructive and not penalise children's attempts to expand their vocabulary
- Feedback may be written and/or verbal
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
- Be consistent across subjects

### Staff should -

- Adjust planning in the light of marking.
- Use green pen
- Ensure that work is marked promptly
- Give regular written and verbal feedback
- Ensure children are clear about the teacher's expectations
- Use children's work as examples - using visualisers where appropriate
- Involve children in marking where appropriate - peer / verbal feedback
- Always evidence good quality feedback in all situations 1:1 / whole class / group work.

### Types of Marking

#### Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given in relation to written work.

### **Summative Feedback / Marking**

This may consist of the use of various symbols from the marking code list. Teachers may wish to correct only a reasonable number of the most obvious mistakes at a level suitable to the child.

Examples of this may be -

- Sounds that have been missed out
- Tricky words / age related words after they have been taught
- Common words that the child knows how to spell
- Sounds represented incorrectly

Correction of spellings, punctuation and grammar will depend very much on the individual child and the teacher's knowledge of their abilities.

### **Marking Should:**

- Show success
- Indicate improvements made since the last piece of work
- Give suggestions of improvement or extra challenge

### **Formative Feedback / Marking**

Some pieces of work will require more in depth marking than others. This may include a marking ladder.

### **Examples of other styles of marking**

#### **Self Marking / Peer Marking**

- Some children may be encouraged to mark their own work under supervision - this will be done in pink pen.
- Children may also be asked to self-evaluate their learning by identifying their own successes and looking for where they can improve.
- Children may sometimes mark in pairs - paired/ peer marking could include positive comments or suggest aspects for improvement.
- Pupils should respond / improve their work in 'polishing pen'.

## MARKING CODE

✓	Correct/ well done
●	Think again
X	Wrong/ incorrect (Class 2 - test conditions)
😊	Good work/ may be placed next to particular word/ use of punctuation to highlight if especially good
//	New paragraph needed
?	Meaning is unclear
^	Missing word
Sp	Spelling mistake
VF / MWP	Verbal feedback / marked with pupil
EX	Extension challenge given
I	Independent task
VT	Visualiser Time - children to record in margin

Highlighters may be used sparingly for next steps marking where appropriate.

### Responsibility for the policy

This policy will be reviewed and agreed by the headteacher and the governing body.

Agreed By Governors: \_\_\_\_\_

To be reviewed: \_\_\_\_\_