



# Marking and Feedback Policy

2022-2023

Our school vision is that all feel welcomed, accepted, achieved and loved. Our marking and feedback policy fully reflects our vision to ensure that all achieve.

We believe that high quality, consistent and timely marking and feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

### **1. Aims:**

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

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment,, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

### **2. Principles of marking and feedback:**

- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning objective or will address key misconceptions or errors
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

### **3. General Guidance to teachers**

#### **Assessment and feedback during the Lesson**

- The teacher will share the learning objective and success criteria, which, where possible, will be differentiated. This can be done orally or in writing, as best suits the needs of the pupils or lesson.
- The teacher will discuss the Success Criteria during the lesson, sometimes, having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.
- Pupils should have the opportunity to self and/or peer assess in some format, daily.

#### **Assessment & Feedback after the lesson**

- Agreed marking symbols will be used (see appendix 1)
- Written comments should be neat and legible
- On a daily basis, teachers will mark work and address main misconceptions or areas to improve immediately: this can be done through verbal feedback or through use of symbols
- At least once a week, the teacher will also deep mark, which is more detailed and comments made against the Success Criteria and/or learning objective; with a positive comment to say what the child has achieved and a way forward for the child to reflect or act upon **prior** to the next lesson.
- In books, children should write on the left hand side of the page to allow corrections/ response to marking to be done on the left hand side of the page.
- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking, and wherever possible this needs to be done within the lesson or soon after.
- Any corrections/ editing carried out by the children in response to marking should be carried out using a blue pen.
- The teacher should mark work prior to the next lesson. Marking should be in green pen.

### **Pupil Self and Peer Assessment**

Peer Assessment is where fellow pupils judge a pupil's work. Self-assessment involves pupils making judgments about their own work. These strategies enable children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning.

Self- Assessment:

- Children will self- assess their own work daily in some format, against the success criteria, where appropriate.
- Children will have a clear criterion to assess themselves against within the lesson and have the opportunity to record their thoughts and/or discuss them with an adult or another child.
- Time will be set aside each session to allow this to happen, usually in the plenary.
- Strategies for self- assessment are flexible to suit the age and stage of the child

Peer Assessment:

- Children will have regular opportunities within the week to peer assess.
- Children will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive
- Formats of peer assessment will vary according to age and stage of children

**It is important that when any self or peer assessment has taken place that teachers take the time to read or record it, and make comments themselves in order for the child to feel their opinions are valued. The comments made by**





**children should also be used to inform future learning and as evidence for progress against targets.**

**Conclusion:**

This policy's principles and practice have been agreed by the staff and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1

Marking/Redrafting Symbols

Symbol	Function
	This is good! – Comment.
	Child has had some support – specify the type of support provided.
	Work completed independently with no support at all, included input from teacher.
	Verbal Feedback given. Specify what aspect of the work has been commented on e.g. VF – Capital letters.
TA	Marked by TA.
PA	Peer assessment
SM	Self-Marking
FG	Focused group
CI	Child Initiated (EYFS)