



Marking and Feedback Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking and feedback policy?

Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps and evaluate how well the learning task has been understood.

What are the principles that guide the school's approach to marking and feedback?

Effective marking and feedback should:

- ✓ Assess and monitor learning;
- ✓ Inform future planning, teaching and learning;
- ✓ Relate to the learning intention / curricular targets and comment on previous attainment;
- ✓ Involve all adults working with the children in the classroom;
- ✓ Recognise and reward pupil achievement and promote progress and steps to success;
- ✓ Help children to value their work and promote high self-esteem;
- ✓ Provide evidence of effective assessment and progress over time.

How do we mark children's work?

Children's work needs to be marked daily. If the work is completed as part of a guided group with the teacher/teaching assistant, then this should be noted at the bottom of the piece.

There are a number of ways in which feedback can be given and each has its place in the classroom to promote effective assessment opportunities and ensure pupil progress.

Verbal Feedback

This is the most regular, immediate and interactive form of feedback and can be direct (targeted at individuals) or indirect (whole class can listen and reflect on what is said). Staff will make the most of all opportunities to provide focused and concise verbal feedback during lessons, in order to help pupils take the next steps in their learning.

Written Feedback

At Lakes Primary School we aim to ensure that all children have their work marked in such a way that it will lead to improved learning, self-confidence and self-esteem whilst also providing opportunities for assessment. All pieces of written work will be marked using the marking

codes set out at the end of this policy. 'Stars' will be used to record positive comments and 'a wish' will indicate what needs to be done in order to improve. Marking should be clear, focused and concise. Pupils will be given opportunities to respond to their feedback.

Self and Peer Assessment

Regular opportunities for self and peer assessment will be planned into learning, where children will be given the opportunity to reflect on the success of their own work, and the work of others, measuring this against the WALT/WILF of the lesson. This is not meant to replace the feedback and marking of the teacher but it is an important tool for developing independent learners who are able to take ownership of their own progress. Self and peer assessment opportunities will be modelled to children and staff will develop creative opportunities for their use.

Guidance for marking



- ✓ All pieces of work will be dated and, where appropriate, will include a title
- ✓ If an adult other than the teacher has marked the work, this will be clearly indicated
- ✓ Marking should link clearly to the lesson WALT/WILF
- ✓ Where appropriate evidence is seen, reference will be made to pupils meeting their individual targets
- ✓ Marking needs to be appropriate to the age and ability of the child
- ✓ Teacher comments should reflect the school handwriting policy
- ✓ Children should edit their work using a coloured pencil
- ✓ The number and variety of corrections will depend on the activity as well as on the ability of the individual

Guidance for the marking of 5 a day

- ✓ The majority of feedback with regards to 5 a day will be verbal, on the spot feedback, given during the session whilst working and during the class marking process
- ✓ In books, all pieces of work will be dated
- ✓ These books will be marked periodically with some positive comments/areas for development recorded
- ✓ Teacher comments should reflect the school handwriting policy
- ✓ During each session, children will mark their own work using a coloured pencil and will record their own score out of 5

Marking Codes

Written Work


Code	Meaning	Where?
	Finger Spaces needed	Underneath the work – likely to form part of the wish
sp	Spelling Mistake	sp to be written next to the word spelt incorrectly.
.	Full Stop omitted or misplaced	. in the margin ~ used, as appropriate, to show where the full stop is missing within the piece of work
P	Punctuation omitted or a punctuation error	P in the margin ~ used, as appropriate, to show where the punctuation is missing within the piece of work
CL	Capital Letter omitted or misplaced	CL will be written in the margin and the incorrect letter will be circled.
^	Missing Word	^ used where the word is missing within a sentence - e.g. The cat ^ on the mat.
	indicates a need to find a better word or change the word that has been used	The word that needs changing will be circled.
()x	Mistake	Brackets and a cross will be used around the word/group of words.
T1 met, T2 met	Referring to targets on the target card	Somewhere on the piece of work.
VF	Verbal Feedback	Somewhere on the piece of work.
//	New paragraph	Wherever a new paragraph is needed.
	One/Two stars- Positive comment(s) linked to WALT/WILF/prior attainment.	Stars should be recorded underneath the piece of work.
	One Wish- What could be done to improve this piece? Or, a target/challenge for the next piece.	Wish should be recorded underneath the piece of work. Wish stamper to be used.

Children will be given opportunities to edit their work and they should do this with a greater degree of independence as they move through school. Children should be encouraged to:

- ✓ Make their corrections independently in the first instance
- ✓ Utilise appropriate classroom resources to support them in editing their work
- ✓ Seek support from peers on their table
- ✓ Seek support from a member of staff

Marking written work in Year 5 and Year 6

In order to ensure that pupils develop the ability to edit their work independently, pupils in Years 5 and 6 will be given less explicit guidance on errors made in their written work – as set out below:

Code	Meaning	Where?
sp	Spelling Mistake	sp to be written in the margin, on the line where the incorrect word/s has been written.
P	Punctuation omitted or error	P will be written in the margin to indicate that a piece of punctuation is missing or has been used incorrectly
CL	Capital Letter omitted or misplaced	CL will be written in the margin
^	Missing Word	^ used where the word is missing within a sentence - e.g. The cat ^ on the mat.
	indicates a need to find a better word or change the word that has been used	The word that needs changing will be circled.

All other marking codes, as set out above, remain the same.

If a large piece of the text has been written with a number of mistakes, this section may be highlighted by the teacher and the pupil may be asked to edit it. In this case, marking codes may not be applied. This will very much depend on the judgement of the teacher and the ability of the child.

Marking work in Mathematics and the Foundation Subjects

Small ticks will be used where appropriate to show correct answers and a dot will be used to indicate where work needs looking at. Written feedback to be recorded using at least one star and a wish.

All written work should be marked in line with the marking codes set out for 'written work' – as above.

October 2017