



Leamington Community Primary School

Together we make a Difference

Marking and Feedback Policy



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Leamington Community Primary School: Marking and Feedback Policy

Mission Statement:

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

Objectives:

This policy provides guidance for staff on the aims, purpose, frequency and methods of marking and providing feedback to children.

Aims:

At Leamington Community Primary School, we aim to use marking as an efficient and effective form of feedback to allow children to understand their progress and identify next steps in their learning.

We aim to do this by:

- Marking children's work in a positive manner which reflects the ethos of the school;
- Marking written work regularly and consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents;
- Ensuring the majority of feedback is carried out with the child in the classroom and allows the child to reflect and be challenged;
- Providing as much verbal feedback to children as possible to allow for immediate and effective reflection that children can understand and discuss with an adult.

Reasons for Marking:

The reason why we mark children's work is to allow teachers to monitor children's progress and to diagnose what has not been understood so as to assist forward planning.

By providing effective feedback to children we can ensure that:

- Children's needs are identified and we can discuss with them what they find difficult and how they can improve;
- Children's achievements are recognised thus giving encouragement and building confidence.

Effective Marking:

To ensure marking is used effectively and meets the aims of this policy, staff should:

- Provide clear feedback during the lesson to pupils about the strengths and next steps of their work;
- Recognise, encourage and reward pupil's effort and progress;
- Encourage pupils to strive and improve;
- Through verbal feedback, direct pupils to what they need to do to improve their work;
- Help parents to understand strengths and weaknesses in their children's work;
- Enable staff to make accurate assessments in line with the standards set out in the national curriculum.

Marking Procedures

General Guidance:

- All staff will mark in green pen.
- Feedback from marking should be used to inform future targets, planning and assessment.
- Marking will always be related to the learning objective which has been shared with the children. Therefore, incorrect spellings/punctuation may not always be corrected.
- Good presentation and handwriting is always expected and may be commented upon.
- Marking will celebrate success wherever possible in order to raise self-esteem and encourage all children to work to their full potential.
- Verbal feedback could include in-lesson next steps.
- Every effort will be made to allow children time to reflect on the feedback given and edit/ improve their work. This will take place during the lesson or at the start of the next lesson.

Frequency/Timing:

- All work should be acknowledged although not all work may be marked in depth.
- Marking will take place during the lesson which allows for immediate feedback, wherever possible.
- All work should be marked before the next session of that subject unless the work is a long-term project, which may not be marked until the completion of the project. Children will be informed in advance if this is the case.
- Marking can take place:
 - Teacher alone after the lesson (cold marking will be kept to a minimum);
 - Teacher alongside child during lesson time;
 - Learning Support Officers alongside child during lesson time;
 - Self-Assessment - the teacher will always review this marking;
 - Peer Assessment - the teacher will always review this marking.

Marking Methods:

Some methods we use are:

- Codes which are understood by the children: **OA / WT / I / G / ? / VF / P** (see appendix 1 for further guidance on codes);
- Ticks (although should not be used in isolation);
- Stamps and/or stickers;
- ClassDojo points;
- Positive comments should be evident in children's work or provided verbally;
- Negative comments should be avoided - a 'tip' or a 'try this' question could be used to provide development points or address misconceptions but this should always be provided verbally wherever possible;
- In-lesson next steps should be used to challenge understanding;
- In pieces of extended writing:
 - Green highlighter - elements of the work that has met the success criteria;
 - Orange highlighter - elements of the work that could be improved;
 - Followed by a written or verbal comment and next steps to improve.

Equal Opportunities

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the marking procedures to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Monitoring, Evaluating and Review

The effectiveness of this policy will be monitored by the senior leadership team in consultation with the staff. It is a working document. It will be reviewed and updated every year.

Marking Codes at Leamington Community Primary School:

<u>Code:</u>	<u>Meaning:</u>
OA	Objective achieved
WT	Working towards objective
I	Independent work
G	Guided work
?	Are you sure?
VF	Verbal feedback provided
P	Peer-marking/Self-marking
	Talk to the teacher
	Try this ...

For extended writing and integrated tasks:

Green highlighting - good feature of the work

Orange highlighting - area for development