



## Kingsway Primary School

### MARKING AND FEEDBACK POLICY

***The purpose of giving feedback or marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.***

Marking and Feedback should:

- Be manageable.
- Enable the teacher to record progress related to learning objectives and inform future planning.
- Involve pupils. Where possible, verbal feedback will be given to children during the lesson.
- Be clear in its purpose. - Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps'
- Relate to learning intentions, which need to be shared with pupils.
- Allow specific time for pupils to read, reflect and respond to marking.
- Be consistently applied by all staff.
- Enable parents to understand strengths and weaknesses in their children's work.
- Recognise, encourage and reward pupils' effort and progress.
- Be relevant – sometimes marking is not necessary

### Marking Guidelines

- Teachers will mark the work using Purple / Pink pens or highlighters to identify success and Green Pens or highlighters to show where improvements can be made □ Children edit their work using a green pen / pencil.
- Teachers and Teaching Assistants should record the level of support given to the child in completing the work.
- All Class Teachers should have a set of Marking Stamps appropriate to their Key Stage

### Marking may be:

<b>ORAL</b>	One of the most powerful forms of feedback when pointing out success and improvement needs against Learning Intentions. It may be whole class, group or individual. Feedback is through a process of discussion, analysis and modelling.	Use VF code
<b>SUMMATIVE</b>	Most useful when associated with closed tasks or exercises. Wherever possible, children should self-mark or	Use ticks and Learning Objective Achieved- LOA

	<p>the work should be marked as a class or in groups. It is important for the teacher to go through the answers and processes orally.</p>	<p>Misconceptions must be corrected using a Reminder prompt.</p>
<b>FORMATIVE</b>	<p>The emphasis should be on success and improvement needs against the Learning Intention. Comments should be focussed and help the child in closing the gap between what they have achieved and what they could achieve.</p> <p>Quality marking: using two different colours identifying successes and improvements. Purple (or Pink) Praise &amp; Green for Growth</p> <p>KS1 Use: Smiley faces 3 stars and a wish light bulb for “have you thought about.”</p> <p>KS2 Marking for evidence eg Why did you choose that word? What effect did you achieve by using that word / phrase?</p>	<p>Comments may be:</p> <p>A Reminder: (<i>What else could you say here?</i>)</p> <ul style="list-style-type: none"> <li>➤ Remember to ...</li> <li>➤ Try to ...</li> <li>➤ Check for ...</li> <li>➤ Next time ...</li> <li>➤ Look at ...</li> <li>➤ Think about ...</li> <li>➤ Can you/could you ...?</li> </ul> <p>Consider comments/ questions about:</p> <ul style="list-style-type: none"> <li>➤ Learning Intention(s)</li> <li>➤ Purpose of writing</li> <li>➤ Structure of Writing</li> <li>➤ Grammatical Structure of writing</li> <li>➤ Choice of Language</li> <li>➤ Spelling</li> <li>➤ Handwriting</li> </ul>
<b>SECRETARIAL FEATURES</b>	<p>Spelling, punctuation and grammar should not be directly corrected in any pieces of children's work. However, GPS should be marked in all of children's written work in line with their year group expectations or the pupil's individual needs.</p> <p>Secretarial codes should be used in the margins to highlight to children there is an error for them to correct. This allows children to independently edit their work.</p>	<p>Codes –To be used where appropriate e.g. P = punctuation G= grammar Sp = Spelling mistake // = New paragraph ^ = Word missed out L☺A = Learning Objective Achieved VF=Verbal feedback ST=Supply teacher</p>

**Note about Spelling(s):**

Children should not be penalised for attempting to extend their vocabulary.  
High frequency words/year group expectation words to be identified for children to independently edit.  
A maximum of 5 misspelt words per written piece to be identified within marking.

**Self-assessment tools**

There are many tools available for teachers to support children to become more confident at reflecting on their learning.

**Quick informal methods are:**

Thumbs up, thumbs down; red/green cards; traffic lights.

**Structured methods**

<b>SHARED MARKING</b>	Used towards the end of a piece of work, using OHP or Visualizer etc. The teacher models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.
<b>SELF MARKING</b>	Children should: Contribute or write Success Criteria Self-evaluate wherever possible. Teachers should model this process whenever possible to familiarise the children with this method. Children could start by underlining one success criteria from the lesson e.g. highlighting or underlining full stops. Teachers should model the improvement prompts with an example. This process should lead to children identifying 3 stars and a wish or similar method ie WWW / EBI

<p><b>PEER MARKING</b></p>	<p>Initially a teacher and TA could model this where the whole class watch the pair marking in action.</p> <p>Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then put up as a poster.</p> <p>Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.</p> <p>Pairings should be ability based and decided by the teacher. Often lower ability children will require adult support.</p> <p>Teachers should encourage a dialogue between children at all stages e.g. Talking Partners during shared time. They should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?') Teachers should display 'self-evaluation prompts'</p> <table border="1" data-bbox="352 689 1311 1003"> <tr> <td data-bbox="352 689 855 1003"> <ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• My favourite...</li> <li>• When I check my work I need to...</li> <li>• I'm proud of...</li> <li>• I need to work on...</li> <li>• I need help with...</li> </ul> </td> <td data-bbox="855 689 1311 1003"> <ul style="list-style-type: none"> <li>• I could have put/used...</li> <li>• I think I have achieved...</li> <li>• I am working towards...</li> <li>• I will improve...</li> <li>• I now understand ...</li> <li>• I discovered...</li> <li>• The best part is...</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• My favourite...</li> <li>• When I check my work I need to...</li> <li>• I'm proud of...</li> <li>• I need to work on...</li> <li>• I need help with...</li> </ul>	<ul style="list-style-type: none"> <li>• I could have put/used...</li> <li>• I think I have achieved...</li> <li>• I am working towards...</li> <li>• I will improve...</li> <li>• I now understand ...</li> <li>• I discovered...</li> <li>• The best part is...</li> </ul>
<ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• My favourite...</li> <li>• When I check my work I need to...</li> <li>• I'm proud of...</li> <li>• I need to work on...</li> <li>• I need help with...</li> </ul>	<ul style="list-style-type: none"> <li>• I could have put/used...</li> <li>• I think I have achieved...</li> <li>• I am working towards...</li> <li>• I will improve...</li> <li>• I now understand ...</li> <li>• I discovered...</li> <li>• The best part is...</li> </ul>		

Originally written by: J Woolhead – December 2008

Adopted by Governing Body: 21/01/2009 To be reviewed annually.