



MARKING AND FEEDBACK POLICY

This policy statement should be read in conjunction with all other school policies.

At Spennithorne CE Primary School, we believe that marking is an essential part of planning, assessment of and for learning and teaching and learning. Responding to pupils' work through constructive feedback acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

The purposes of our marking policy are:

- to improve achievement for each child, working towards targets and know what to do next to develop further
- to provide information for assessment and inform planning
- to encourage, motivate, support and promote positive attitudes and develop self esteem
- to promote higher standards
- to address misunderstandings, linked to the learning objective/success criteria etc
- to recognise achievement, presentation and effort
- to allow pupils to reflect on their past performances and to set new targets together with the teacher.

Key Principles:

At Spennithorne CE Primary School, marking takes many forms. It should:

- be constructive- 2 good comments and a wish for the future on appropriate pieces of work
- be related to needs, attainment and ability and also to specific learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- not always have to be written. Immediate feedback is extremely beneficial to the child and therefore, feedback may be verbal and marked as (VF.) Other ways to feedback/mark will include a written comment or peer/self/teacher marking through the use of a highlighter to visually indicate good elements within written work.
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess and reflect on their own work and that of others
- allow pupils time to reflect on their past performances and to set new targets together with the teacher.
- be explained clearly to all stakeholders
- be manageable

All children write in pencil or handwriting pen . Marking will be carried out in a contrasting pen (not red)

Marking on every piece of work does not always require a written response.

Homework and some group activities can often be marked by the children themselves. In this way, the class can discuss and explain their answers.

Professional Judgement

The marking and feedback of a piece of work should support the child's learning and it should be remembered that negative comments can overwhelm and demoralise the child. Selected pieces of work will be marked using the "2 goods and a wish" system. The ability of the individual child and the effort that they have put into a piece of work will always need to be taken into account when marking.

Evaluation

We know our policy is working if:

- there is evidence that work is being marked regularly or progress fed back to the children in a variety of formats
- marking informs future planning and appropriate use of support staff
- pupils acknowledge targets or 'next steps' and work towards achieving them

Appendix A

Specific details on Year groups

YR/1

- In Reception and Year 1 we offer positive feedback and where appropriate, we provide the child with a simple target.
- When the work is unaided /independent this is indicated with an I

Y2/3/4

- In Year 2 to 4, the work is marked according to the lesson objective/ success criteria/ I can statement etc. This will include positive feedback followed by a target where necessary.
- On occasions, children will mark their own work and be encouraged to evaluate what they have learned.
- Agreed symbols are used to indicate where children need to make changes.





Y5/6

- Teachers mark children's work with positive feedback and where appropriate add a target or question to prompt children to reflect upon their work.
- Literacy composition work is marked in greater detail than grammar and spelling exercises as we are looking particularly at the transference of skills.
- Agreed symbols are used to indicate where children need to make changes.

All classes

- Children sign a peer marking contract and adhere to these guidelines when marking other children's work.

SPENNITHORNE CE SCHOOL MARKING POLICY SYMBOLS

Sp	You should know how to spell this word.
	Find a different or more appropriate word
	Indent for a new paragraph
/	New sentence
//	New paragraph/new line
^	Word missed out
' " , etc	For omissions or misplaced punctuation
o	For punctuation in the wrong place
	Begin writing next to the margin
VF	Verbal feedback (or stamper used)
	Highlight positive words, phrases/sentences with a highlighter pen
<u>Key Stage One only</u>	
I	Independent activity
S	Supported activity
oa	Objective achieved