



THE FEDERATION OF MIDDLEHAM CE (VA) AND SPENNITHORNE CE (VC) PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

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

At both of our schools, we believe that **MARKING SHOULD BE MEANINGFUL, MANAGEABLE AND MOTIVATING**

Purpose

The purposes of our marking policy are:

- to improve achievement and standards for each child.
- to encourage, motivate, support and promote positive attitudes and develop self esteem
- to address misunderstandings, linked to the lesson focus/learning objective/success criteria etc
- to recognise achievement, improvement and effort
- to allow pupils to reflect

Key Principles:

At both Spennithorne and Middleham CE Primary Schools, marking takes many forms. It should/could:

- be meaningful and constructive to move learning forward
- motivate the children to take the next step
- allow the children time to respond/reflect/act/finish/correct etc.
- be self and/or peer lead
- follow consistent practice throughout the school
- be colour highlighted to show hi/g/h quality elements
- not always have to be written. Immediate feedback is extremely beneficial to all children in all key stages and therefore, feedback may be verbal and marked as (VF.)
- be manageable

All children write in pencil or handwriting pen. Marking can be carried out in a contrasting pen (not red). Often, KS2 use purple to indicate the child has made adaptations to their work.

Incorrect maths work is marked with either a cross or a circle.

Marking on every piece of work does not always require a written response. Quality marking of target groups is an effective practice we can use.

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 have the sole purpose of moving the child's learning and it should be remembered that negative comments can overwhelm and demoralise the child. Selected pieces of work may be marked using the "good and next step/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. (although maybe not recorded)

Evaluation

We know our policy is working if:

- the pupils are able to talk about their work
- Pupils know next steps
- the pupils are making progress
- marking (both formally and informally) informs future planning and appropriate use of support staff
- there is consistency in marking across the phases
- **teacher; are spending time teaching and not marking**

Equal Opportunities

In applying these principles we will maintain a consistency throughout the school that will support all children in their learning, by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by appropriate subject coordinators when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The standard focus of the Governing body will monitor the implementation of the policy.

This policy will be reviewed in line with the school's policy review schedule.

Specific details on Year groups

YR/1

- In Reception and Year 1 we offer positive feedback (often as VF) and where appropriate, we provide the child with a simple target.
- We use the marking symbols to show independent, assisted and supported work

Y2

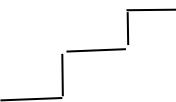
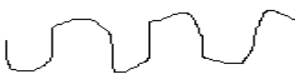

- In Year 2, we encourage the children to read the marking and respond if possible. VF is still a valid way to support the children's learning process and share next steps.
- We use the marking symbols to show independent, assisted and supported work but also draw attention some errors

KS2

- In Year 3 to 4, the work is marked according to the lesson objective/ success criteria/ I can statement etc. although it must be considered, if the child knows the LO, do they need it written
- This might include positive feedback followed by a target where necessary.
- Children can mark/highlight their own work and be encouraged to evaluate what they have learned.
- Agreed symbols can be used to indicate where children need to make improvements
- Next steps, if given, are given time to be followed up
- VF is still a valid way to support the children's learning process and share next steps.
- Literacy composition work is marked in greater detail than grammar and spelling exercises as we are looking particularly at the transference of skills.

WE DISPLAY THE MARKING AND FEEDMARK SYMBOLS IN EACH CHILD'S BOOK

MIDDLEHAM AND SPENNITHORNE CE SCHOOLS' MARKING POLICY SYMBOLS

* Or 😊	Great work/ positive comment
	Next step
sp	You should know how to spell this word.
	Find a different or more appropriate word
/	New sentence
//	New paragraph/new line
^	Word missed out
p	For omissions or misplaced punctuation
←	Begin writing next to the margin
VF	Verbal feedback
g	Grammar error
t	Tense error
	Highlight positive words, phrases/sentences with a highlighter pen
I	Independent activity
AS	Supported activity
OM/OA	Objective met/Objective achieved
PA	Peer assessed
SA	Self assessed