



# St Mary's C of E Primary School



## *Marking and Feedback Policy*

### **Rationale**

Marking and teacher's feedback have been identified as a significant factor in developing children's learning. It must provide children with clear feedback and achievable targets, enabling children to become reflective learners and helping them to understand how to further improve their work. It also creates a positive self- image and increases pupil independence in learning while supporting teachers with their pupil assessment.

### **Principles**

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. Consequently, we recognise the following key principles of effective marking:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relationship to any particular piece of work.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time – effectiveness of marking in relation to the overall workload of teachers.

### **Whole school marking principles**

- Teachers highlight in green examples in work where pupils have met the Learning Objective (LO)
- They then highlight in orange an aspect of the work which can be improved
- When additional feedback is given, teachers should use ORANGE pen
- Support staff or supply teachers should use ORANGE pen and initial
- Children in years 3, 4 5 and 6 should use PURPLE pen (self-assess, correct, up level, edit)
- Every piece of work should be marked or acknowledged against learning objective by the teacher or support staff member

- Pupils can mark each other's work using green/orange highlighters or purple pens as a learning exercise to support self and peer assessment towards achieving the LO
- Time needs to be allocated for children to respond to marking
- Marking codes should be taught by the teacher at the beginning of each academic year and displayed at the front of the classroom
- A balance of green and orange highlighting will indicate accurate pitch for challenge and progress
- A minimum of one piece of work per child per week every week is next step marked
- Stamps and stickers can be used to praise and encourage students, particularly in Early Years/KS1

### **Further guidelines**

It is important that all work is fed back on and acknowledged. Written feedback should be constructive, positive, clear and concise, consisting of either:

- A question to provide further learning and challenge
- A modelled example to demonstrate the correct process
- An opportunity for the pupil to self-correct and demonstrate understanding
- A moving on comment linked to achieving the LO
- Additional praise for excellence beyond the learning objective (green highlight, stamp, sticker or comment)

### **Marking keys**

Sp – spelling mistake

Gr – grammar mistake

// - new paragraph is needed

/\ - a word is missing

? – the sentence does not make sense

O – punctuation missing or incorrect

VF – verbal feedback given

PM – peer marking

SA – self-assessment

PS – practical session i.e. no written evidence (the LO, date should be recorded in the book). There may be occasion for observations from staff to be recorded.

### **Monitoring the Marking**

Senior leaders and subject leaders will regularly monitor the effectiveness of this policy through work scrutiny and check for progress in pupil interviews. Senior leaders and subject leaders will offer coaching and support to teachers in order to improve their practice where necessary.

Approved by teaching staff and senior leaders: Summer 2022

Monitoring Review date: Autumn 2023