



Feedback and Marking Policy

Date created: May, 2021

Review Date: May 2022

This policy should be read in conjunction with our **Teaching and Learning Policy** and **Handwriting and Presentation Policy**.

Philosophy

At Hughenden Primary School, we believe that children benefit greatly from being totally involved in the process of learning through formative assessment and excellent feedback. The use of self-assessment and peer evaluations enhances the children's understanding of the learning journey.

We believe that feedback is the most powerful tool teachers can use to enhance children's learning and help them make rapid progress. This is best given during the lesson at the time of learning wherever possible and may be given in different formats including verbal feedback, modelling of work, peer assessment or self-assessment against a specific success criterion, or through marking of work.

Marking work

Learning objectives will be taken from the National Curriculum to ensure full coverage and where appropriate, the children take an active part in creating the success criteria. All work should be dated and include the Learning Objective (LO) except if reproduced for display purposes.

Marking should help to motivate pupils to progress, sometimes short, challenging comments or oral feedback are more effective. Every effort should be made to mark work as soon as possible after each session and children given the opportunity to reflect upon comments. This immediate communication is an important element in the learner/teacher relationship. Where possible work should be marked with the child to enable open dialogue about the child's progress and next steps identified and understood.

All marking should be linked to the learning objective, be clear and facilitate, whether through conversation, comments or use of symbols, the opportunity for children to re-examine their work. It

should help them to understand the level of their performance and enable them to put into practice any necessary correction and improvement.

Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and act to incorporate the outcomes into subsequent planning and teaching.

Where work has been supported by either the class teacher or an LSA this should be indicated by a code e.g. 'S' or 'WS' and the adult's initials.

Teacher marking will be in green pen, peer marking and up levelling /editing in purple.

Writing

When a child has written an extended piece of writing which has taken a considerable time to complete, it would be very disheartening to have every error corrected.

The teacher will indicate words which s/he feels should be known by the individual child. The work will then be marked to aid understanding. Children will be encouraged to use class resources including dictionaries, word mats or word and sound displays, to independently correct spelling errors.

The level and degree of accuracy and punctuation will relate to the age and ability of the child. Marking will reflect the teacher's knowledge of the capabilities of that individual child.

Where appropriate a marking code using symbols or colours may be used. Children are taught to 'up-level' their work during reflection time. Teachers will discuss the marking code at the start of each year with their new class.

Maths work

Children should be encouraged to display their mathematical 'working out' in a clear way with all work presented neatly. Numbers should be clearly written, taking care to illustrate the place value of each digit. The short date should be written at the top of the page started in their books and the heading 'Challenge' to indicate working towards greater depth questions. Pencil will be used in maths books.

Suggested marking code: √ - work is correct

 • - look again

*children should be encouraged to write out the whole calculation for correction.

Self - assessment and peer evaluation

Throughout the school children should be given opportunities to assess each other's work through peer evaluation. This encourages children to identify common mistakes and to learn from each other. Comments given by peers should be constructive and focussed on given success criteria and be kind, specific and helpful.

At the end of each lesson children will self-assess against the learning objective or success criteria. This may take many forms; from visual assessment such as thumbs up to a traffic light code, to more extensive purple pen up-levelling.

With reference to Teacher workload

Not every piece of work will be visibly marked but children will understand how they are doing in each area of their learning, what they can do well or understand, and what they need to do to improve. They will be sure that their teacher is interested in their work and that their effort has been recognised. Feedback is used to improve children's learning; this will be evident in their assessments.



Year

Marking Code



this is correct, good point



this is excellent

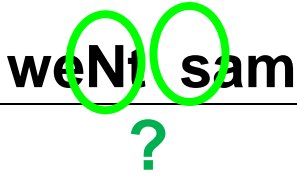
not correct



please correct

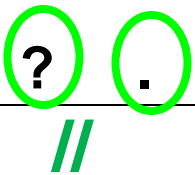


delete this- not needed



capital letter missing/ in wrong place

the meaning is not clear- think again



punctuation missing

start a new paragraph



missing word

hf

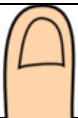
high frequency / common exception word



see note below

v

verbal feedback



leave a finger space

S/ WS

supported work (initials of Teacher/ TA)

sp

spelling word- please correct and practise x 3