



## **Feedback & Marking Policy**

### **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **Why do we need a marking policy?**

It is important to provide constructive feedback to children, focusing on success and improvement needs against their learning. This enables children to become reflective learners; help them address any development needs in their learning and also set targets for them to take their learning further.

#### **Aims**

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

#### **Objectives**

At Milefield Primary School, marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child (Learning conversations), either verbally or written, dependant on the age of the child and the nature of the task.

## Marking Guidelines

- Not all work needs to be marked in detail, but it must have some form of response eg VF. All Los should be ticked by teacher.
- Work is marked as quickly as possible so children can get feedback on what they have done.
- Green highlighter/pen is used to signal praise.
- Green pen is used by teacher to model misconceptions and blue highlighter to show any improvements needed or errors made; pink pen for peer support and blue pen for pupil self-corrections.
- Care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.
- All work must have date and title (recorded by the children where possible and appropriate).
- Marking can sometimes be done in the classroom with the child or a group.
- Peer marking – this is dependent on the task. Class teachers will indicate whether work is peer, self or teacher assessed
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them. Learning conversations either verbal or written will be used as appropriate to move the learning forward and to clear up misconceptions.
- All marking should follow the marking code






## Moving Learning on

- Where misconceptions or mistakes occur, these will be marked in blue highlighter and comments (where necessary) in green pen, teachers will respond to this through marking and feedback.
- A scaffolded response will be provided on the piece of work to ensure that children are clear on how improvements are to be made.
- Depending on need, this may be addressed through adult support or independently. Pupils' response will be done in blue pen so that it is clear.

## Foundation Stage

In Foundation Stage children are given positive feedback by adults in the setting as they play independently.

See attached Marking Code

<input type="checkbox"/> Beginning <input type="checkbox"/> Achieved <input type="checkbox"/> Embedded	<p><b><u>LO: To develop an understanding of annotations, tone, volume and action to convey meaning.</u></b></p>							
Independent	Paired	Group	TA	Teacher	 I don't understand	 I need more help	 I'm confident	 I can teach this!


## Feedback & Marking Code

### Coding System

VF Verbal Feedback

✓ - Tick every LO each day –

 = Specific Praise – Highlighting specific positive or improvement. Comment can be made where necessary.

 = Blue highlight identifies where a check is needed and a response/correction. Comments made by teacher in green pen.

**Learning Conversations:** These may be verbal (VF) or written comments that provide an opportunity to respond. The purpose of learning conversations is to move the child's learning forward through a two-way dialogue. This applies to all subjects. **\*Ensure comments are specific to LO.**

O = Opportunity to respond/ Question **\*Not needed each lesson\***

Pupils will edit/respond in a **blue pen (self)/ pink pen (peer)** and time will be built into lessons for pupils to reflect and respond to teacher comments.

'How will these character descriptions help you to engage the reader?'

'Which of these were the most difficult? Why?'

'Can you prove your answer in an alternative way?'

**\*\*Giving model examples is a support/scaffold which enables pupils to see what you would like.**

**Written – These should be used in all subjects where necessary. (EG: Scientific vocab spelling error in Science)**

G Grammar

P Punctuation

sp Spelling error (familiar/known word) – Opportunity to practise correct spelling beneath work (3 times)

*Note: These codes may be placed in the margin if it is the intention that the error is identified by the pupil.*

\*Placed in front of workbooks and on walls for pupils' reference\*