

**Askern Moss Road Infant School**  
**POLICY FOR MARKING AND FEEDBACK**  
**September 2015 (Amended Feb, Amended Mar 2016, Amended Sept 2016, Reviewed Sept 2017)**

**Section 1 Policy Statement**

Purpose - The purpose of this policy is to describe our practice for marking and feedback

Aims -

- To recognise that marking is an essential part of planning and assessing teaching and learning.
- To ensure the purpose of marking is to assist learning.
- To promote high standards and positive attitudes to learning and behaviour
- To ensure a consistent approach to marking throughout the school.
- To value work and give recognition and praise for achievement.
- To provide constructive feedback and clear strategies for improving learning.
- To correct mistakes, address misunderstandings and offer encouragement.
- To provide assessment information and inform future planning.
- To enable pupils to reflect on their past performances and set new targets together with the teacher.
- To provide on going opportunities for self assessment.
- To teach children to recognise what they do well.
- To foster a culture whereby it is okay to make mistakes but good to learn from them.
- To ensure marking is regular and frequent.
- To encourage pupils to accept help/guidance from others.

Rationale - This policy supports our school motto of 'Sharing the joy of learning.'

**Section 2 Procedures and practice**

**At Askern Moss Road Infant School, we believe marking should:**

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the child in advance.
- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as 'good' are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.

- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be in a different colour or medium from the pupil's writing. Positive comments are to be written in green and areas to improve / next steps are to be written in purple.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled using an 'I can' statement reflecting the learning objective / success criteria that will be marked against.
- Be consistent across the school and use the codes identified in the appendix.
- Use the agreed codes / symbols for marking and display these prominently in the classroom to ensure children are familiar with them.
- Be consistent in the use of marking procedures in all books / range of work

### **Types of marking:**

#### Summative marking / feedback

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

#### Oral Feedback

- Askern Moss Road Infant School recognises the importance of children receiving regular oral feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment.
- Verbal feedback given will be indicated in the marking

#### Formative marking / feedback

- This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.
- Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. When marking in this way, teachers highlight examples of where the child has met the learning intention (in green pen) whilst identifying an aspect of the work which could be improved (purple pen). To support this, they could provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.
- Useful comments include:
  - + A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
  - + A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he ...')
- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

### Self-marking

- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work.

### **SEND/Equal opportunities:**

At Askern Moss Road Infant School, we are committed to equality of opportunity and we aim to provide for all children to achieve as highly as they can across all subjects regardless of their race, gender, cultural background, ability or any physical or sensory disability.

Where any children experience learning difficulties, which affect their progress, the class teachers are responsible for identifying the nature of difficulty and providing early intervention to support these children. The teachers monitor the children's progress closely and parents are consulted and, if possible, advice given to support parents.

Children with special educational needs should have full access to the Primary Curriculum. For children with statements / EHCP, teachers will consider the provision and classroom support as needed.

### **Section 3 Concluding notes**

#### **Monitoring and review:**

The school leadership team are responsible for monitoring the implementation of this policy and for reviewing it when needed. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

#### **Other documents and appendices:**

The Marking and Feedback Policy should be read in conjunction with our policies for...

Subject policies

Teaching and learning policy

Assessment

Equal opportunities

It should also be read in conjunction with the Early Years Foundation Stage Curriculum and Primary Curriculum 2014

#### **Governor approval and review dates:**

This policy was written by the SLT in consultation with staff.

It was adopted by Governors on ...

It is due for review September 2018.

Signed: A. Alcorn      Chair of Governors

Signed: K. Tordoff      Headteacher

### Appendix - Marking Symbols

Symbol	Meaning
VF	Verbal Feedback - This is used when you have verbally fed back steps for improvement. (In brackets put P, Sp etc to indicate that the child has been asked to check / review these areas)
I	Independent Work
S	Supported work
G	Guided work (group led by an adult)
Sp	<b>Spelling Mistake</b> - Where a child has misspelt a word that is a commonly used HF word for their year group then they should write the correct spelling at the bottom of their work. If a word continues to be misspelt over a few pieces of work then some 1:1 support will need to be given to find a way of remembering the correct spelling.
•	A dot is to be used to show if an answer is wrong. Crosses are not to be used.
✓	A tick is used for a correct answer.
^	Missing word
P	Missing punctuation