



Harby C of E Primary School

Marking and Feedback Policy

Rationale:

Marking is an integral part of assessment and the school aims to provide a system of marking that is consistent and continuous across each Key Stage and in all subject areas. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. In their marking staff will use strategies which encourage pupils to look closely at marked work, developing responses to comments and questions. Wherever possible marking will take place with the child present. Marking should relate to the learning objectives of the activity and the children's targets. Marking will allow opportunities for self-assessment and peer-assessment where children can recognise their own difficulties and mistakes and be encouraged to accept and offer help and guidance with others. Staff will avoid over marking a child's work and will be positive wherever possible, to enhance self-esteem and confidence, whilst still ensuring comments are developmental for children. Marking will also be used to inform staff, parents, inspectors and other interested parties.

Aims of effective quality marking:

- To give feedback and praise to children
- To help children understand the next steps needed to progress their learning and achievements
- To show children their work is valued
- To demonstrate appreciation of children's effort
- To evaluate and assess learning
- To inform future planning and learning activities
- To challenge, support and reinforce
- To celebrate success

Staff will respond to children's work and activities in a variety of ways:

- Positively
- Verbally, in discussion with children
- Presenting children's work in displays and valuing their efforts
- Sharing work with the class, in assemblies, with other staff and with parents – praising and indicating developmental points.
- Use of stamps, stickers and team points
- Giving children the opportunity to read, listen and reflect on marking, such as in 'Target Time.'
- Giving children time to ensure they understand any written and verbal comments
- Marking in relation to objectives and targets
- By involving children in marking and assessment activities – self and peer assessment
- Immediate feedback for pupils in Reception and possible use of visual reminders to inform children
- LSA / teacher supported modelling of how to use feedback and comments when working with children

Children's part in the marking process will involve:

- Self-assessment and evaluation against targets and objectives
- Peer and group marking
- Reflection against the marking policy (displayed in the classroom)
- Acknowledgement that work has been marked – reflecting on comments as appropriate
- Completing challenges, support, practice and development activities linked to comments during designated 'Target Time' using '**Purple Polishing Pens**' when editing and improving work

Marking procedures:

- Marking will focus on what the children are learning and trying to improve and will not necessarily consider every aspect of a child's work
- Marking will focus on specific taught items: concepts, skills and knowledge – alongside ongoing targets - so that the feedback encourages development of learning across all areas of the curriculum
- Marking comments can be completed in any colour pen so long as it is in contrast to the children's writing
- Marking will be an integral part of a developing dialogue between children and staff that results in pupil progress
- Marking will follow this policy and the codes detailed within it to ensure continuity

Marking in Foundation Stage and Key Stage 1:

It is recognised that practical work and a range of different learning activities will take place that are not necessarily formally recorded or that have less written recording. Therefore the following will also apply to children in the earlier stages of school.

- Learning Journey notes and comments will recognise progress and areas for development
- Praise and rewards
- Verbal feedback
- Visual and verbal reminders of specifically targeted areas
- Working and discussing together
- Revisiting activities
- Annotated photographs and video clips to show skills

This policy applies to:

- Teachers
- Nursery Nurses
- Learning Support Assistants
- Supply Teachers
- Student Teachers and those on work placement

Codes for Marking Work

Verbal Feedback	Where verbal feedback and discussion has taken place the teacher will write VF and may comment on what the feedback was related to. 
Work which shows a high standard, improvement, excellent effort or that you have hit your target.	The teacher may put... Multiple ticks, smiley face, written comments, sticker or stamps!   Brilliant!
Written Comments	Where written comments are made they will be positive and developmental. Questions and simple follow up activities / tasks / highlighted areas may be used to develop children's responses learning and encourage further thought. Target Time will be given in class to respond to these.

Additional Codes for Recorded Work

Independent Work: 	Supported Work: 	Group Work: 
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Presentation of work – what will we accept?

- You should always try your best.
- The date should always be written on work at the right hand side and underlined.
- Written work / numeracy should always have a title / written learning objective and this should be underlined.
- Work should always be neatly presented and legible.
- Scribbles, doodles and defacing your work and your books is not acceptable.
- Rulers should be used for drawing lines.
- Neat corrections are good!
- Rubbers may be used at the discretion of the class teacher or a neat line may be drawn through words / short mistakes.
- Longer mistakes or whole sections of error to be enclosed in brackets with a cross at the end. ()x
- Handwriting pens may be used in Year 5 / 6 if agreed with the class teacher or a pen licence is issued.
- If your work is poorly presented then you may be asked to write it out again.
- **'Purple Polishing Pens'** will be used for editing by children.

Sharing this policy:

The marking codes and reasons why we mark work will be shared with children and displayed in the classroom. This will enable children to become familiar with the codes used and help them to understand what they mean and how they can develop their work.

Dedicated Target Time in class will support children in getting into good habits of reading and responding to marking on a daily basis.

Monitoring:

The implementation of this policy will be monitored regularly by the Head teacher. This will take the form of book / work sampling from all classes and feedback will be given at a staff meeting.

May 2019



Why do we

mark your

To help you
get even

To give feedback and praise.

To see if you understand.

To identify areas for improvement.

To help set your next targets.

To help the teacher plan your next work.

To help you with problems, give you more practice and challenge.

How can you help?

- Think about your targets and what you are being asked to do – how are you doing?
- You should always look at your marked work
- You should always complete any extra work that you are asked to do – it is to help you!
- Sometimes you will talk about your work with your teacher
- Sometimes you will talk about your work with a friend
- Sometimes you will talk about your work with a group of children