

Robert Mellors Primary and Nursery School

Marking and Feedback Policy

This policy has been written in consultation between staff, pupils and governors. We believe that high quality written feedback is most effective when seen as part of the learning cycle. This also includes verbal feedback, clear learning objectives, success criteria and effective questioning. Reinforcement and recognition of the work produced by children throughout their learning is a valuable process. It recognises achievement, demonstrates expectations and is a means of assessing learning.

Aims of effective oral/written feedback:

- ✓ To ensure that children know what they have done well
- ✓ To build self - esteem and pride in achievements
- ✓ To have a positive impact on the learning and progress of each child
- ✓ To ensure children know what to do and how to improve further
- ✓ To allow children time to respond to feedback and make corrections
- ✓ To ensure there is consistency across year groups
- ✓ To provide the opportunity for children to reflect on their own work and the work of others

Oral/written feedback is most effective when:

- ✓ It is simple and consistent
- ✓ It is appropriate to age and ability
- ✓ To show value in the achievements of each child
- ✓ It helps children know what they have done well against the clear learning objectives for the lesson
- ✓ It provides children with steps to take to further improve
- ✓ It actively encourages self and peer assessment
- ✓ Time is built in for children to respond to points made

The marking code: (A balance of the following approaches can be used)

- Marking is carried out in green pen
- **Ticks** are used where work is correct and double ticks where the child has achieved over and above expectations
- A **dot** is used where mistakes are made, providing the opportunity to put things right
- A constructive statement is written in a **bubble** and comments directly to the learning objective
- A **T** is used to show a target for moving forward
- In KS2 children have the opportunity to respond or make corrections in blue pen

- Self and peer assessment is used regularly
- A traffic light stamp can be used to show if the child has achieved the learning objective
- Smiley stamps can be used as a reward
- **V** may be used to show verbal feedback has been given
- **S** where support (i.e. TA support) has been provided
- **I** where children have worked independently
- An agreed list of symbols is used to indicate where and how to make further improvement through editing (See appendix)

Forms of feedback:

Feedback may be given orally or recorded. This will vary depending upon the age and individual needs of the pupil or the appropriateness to the task or subject.

For Foundation Stage all feedback is verbal, but it should be made clear in the Pupil Learning Journeys that feedback has been acted upon and achievements recognised. These annotations are mainly for the purpose of assessment.

In KS1 much of the feedback will be instant verbal feedback, with an increasing proportion being recorded as the children progress through the key stage and into Key Stage 2.

It is agreed that feedback may vary for different subjects. For example, the core subjects will have more detailed written feedback than the non-core subjects. Some feedback may be for the purpose of informing other adults who may be working with a particular child.

Effective self and peer-assessment:

- ✓ Is built into the culture of the classroom
- ✓ Develops a child's own evaluative skills so that they can start to identify their own points for improvements
- ✓ Evaluates the child's understanding of the task set
- ✓ Allows a child to take ownership of their own work and progress
- ✓ Provides the opportunity to compare their own work with that of their peers

Self and peer assessment follows the principles of Assertive mentoring, using a traffic light system:


GREEN – I have totally understood.

YELLOW – I understood most of this, but might need a bit of practise.

RED – I do not understand.

Marking & Drafting Symbols

KS1 and Lower KS2

| | |
|---|----------------------------|
| ABC | Use a capital letter |
| . | Use a full stop |
| ? | Use a question mark |
| ! | Use an exclamation mark |
| sp | Check the spelling |
| ^ | You have missed a word out |
|  | Finger space needed |

Lower KS2 and Upper KS2

| | |
|----|--------------------------|
| p | Punctuation |
| ^ | Insert a word or phrase |
| 0 | Improve a word or phrase |
| sp | Spelling |
| // | New paragraph |
| g | Grammar |
| | |

Teacher marks in green

Child responds in blue