



Marking and Feedback Policy 2020/21



Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

[Statement of intent](#)

1. [Marking](#)
2. [Marking staff guidance](#)
3. [Reviewing progress](#)

Statement of intent

Wath Church of England Primary School understands that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers, HLTAs and TAs at Wath CofE Primary School ensure that all feedback and marking encourages pupils to take part in a dialogue that improves their performance.

1. Marking and Feedback

1.1. Aims and objectives:

All teachers will keep in mind a core set of goals when marking and feeding back. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

1.2. Marking and feedback

Teachers, HLTAs and TAs will mark all learning in relation to the success criteria. Each child will respond to one next step each week in English and maths. This can be as written feedback but more often will verbal feedback. Guided reading pupil books in KS2 are marked. In the foundation subjects, learning is marked to the success criteria. Spellings are identified to correct in some English and foundation subjects lessons.

When marking, there are a number of questions teachers will keep in mind:

- Have the children achieved the success criteria?
- Does feedback support those children who have not achieved all of the success criteria as well those pupils who need deeper feedback to challenge their thinking?
- Are the verbal or written comments easy for the pupils to understand?

1.3. Pupil reflection time

When marked work is given back to the pupils, teachers will allocate some time for them to understand verbal feedback or read the comments and reflect on how they

can improve. To maximise the meaningfulness of the feedback and its impact, this will usually be straight away.

1.4. Rewarding good work

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:

- Praise
- Dojo points
- Receiving a recognition card
- Being placed on the recognition board
- Displaying excellent work in the classroom, corridor or on the Exhibition of Excellence
- Communication with parents

1.5 Maths marking and feedback

Marking in numeracy and maths presents a particular challenge that teachers will consider. Because answers are either correct or incorrect, pupils who have difficulties in this subject can become disinterested if they fail to improve. Some effective strategies employed by Wath CofE Primary School include:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how be successful with the success criteria
- This may be in the form of same lesson or same day intervention

1.5. English marking and feedback

There are a number of ways in which literacy marking differs from other subject areas. When marking pupils' work, teachers will:

- Give feedback on whether the success criteria has been achieved.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- Correct spellings, particularly those appropriate for the year group.
- Correct punctuation and grammatical errors appropriate to the objectives for the year group.
- Allow specific time for pupils to read, reflect, and respond to marking.

1.6. Peer-to-peer feedback

By involving students in reviewing each other's work, teachers will help pupils to identify successful methods of learning. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process. This could take the form of general peer assessment or peer critique.

2. Marking staff guidance

Wath Church of England Primary School

Marking and feedback guide

Symbols

SLI is same lesson intervention group.

SDI is same day intervention group.

I is you worked independently.

..... spelling error

_____ wrong word

V missing word

 missing punctuation

VF Verbal Feedback

V Verbal answer from a child.

Pen code

[Self and peer assessment](#)

[Teacher assessment](#)

[Next steps](#)

[KS2 marking response in pen](#) or pencil/infant response in pencil

Feedback guarantee

Each child will respond to one next step each week in English and maths. This can be as written feedback but more often will verbal feedback.

Guided reading pupil books in KS2 are marked.

In the foundation subjects, learning is marked to the success criteria.

Spellings are identified to correct in some English and foundation subjects lessons.

Feedback types

Feedback will focus on next steps in relation to the success criteria. This will be in the most appropriate feedback to make a difference to learning. Some feedback will be written and some will be verbal indicated by VF still relating to the success criteria. The majority of feedback will be verbal feedback to make feedback the most immediate and meaningful.

After this feedback next to one success criteria point, the adult will also write VF in the pupils' work where they are currently up to. It will therefore be very clear how successful the child has been after this feedback.

Staff will take books, sheets or folders to the side of the classroom to mark or an appropriate space so that marking is Covid secure. Also, when giving verbal feedback, they will either be 2 meters or more away if face-to-face or feedback from behind the child.

3. Reviewing progress

It is important to continually evaluate whether the school's marking and feedback policy is working. One effective way of reviewing the current policy is to cross-check teachers marking. This can be done on the time periods set out below:

- Every term members of the senior leadership team review marking in core and foundation subjects in relation to marking and feedback guidance.
- Whole school successes will be celebrated whilst teachers with next steps will be given support to achieve these goals.

This policy will be reviewed on an annual basis by the governing body.

Review date: September 2020

Next review date: September 2021