



Stanley Infant, Junior School and Camp Education

Marking and Feedback Policy

Rationale

At IJS&CE, we have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will support and improve progress and attainment, identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self- assessment. Focusing on success and improvement needs against learning intentions enables children to become reflective learners and help them to close the gap between current and desired performance. Marking also provides the teacher with evidence about the child's progress and attainment in any lesson. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Principles and Aims of Marking and Feedback

The purpose of marking and feedback is:

- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to assess and evaluate against the success criteria;
- to identify next steps in learning

Marking and feedback should:

- Relate to learning intentions, success criteria and targets (including IEPs – Individual Education Plans), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning intention.
- Use consistent codes throughout the school. See attached Marking Code
- Be recorded appropriately when given in verbal form, e.g. individual/group conferencing with an adult.
- Give recognition and appropriate praise for achievement e.g. show another adult; a house point; a sticker.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.

Types of Feedback and Marking

Summative feedback/marking:

This will usually consist of ticks, dots, circles etc. and is associated with closed tasks or exercises where there is a correct/incorrect answer. Green and pink pens will be used as noted in the attached marking code.

Formative feedback/marking:






With oral and written feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and IEP/writing/maths target, and secondly, in a quieter voice on an individual basis, on other features.

Self-Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem;
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Secretarial Features

Each spelling, punctuation, grammatical error may not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work. High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science).

FS/Key Stage One Marking Code	Key Stage Two Marking Code
✓ good idea	✓ good point
✓✓ excellent idea, well done	✓✓ excellent idea
 finger spaces	● think again
• full stop	? I do not understand this
Aa capital letter	^ a word is missing
 neat writing	sp spelling mistake
and ↔ but include a joining word (conjunction) in your sentence	p punctuation
 sound it out/ check your sounds	/ new line needed
 wow words/ adjectives	// new paragraph needed
 VF Teacher talked to you about your work	[] Leave this out
I You worked by yourself	VF verbal feedback
G Group work	Next to signal next step in learning
LSA LSA worked with you	I independent work
All work should be initialled by the person marking it, if not the class teacher, choosing your pen colour depending on if the child has achieved (pink) or needs to apply next time (green).	P partner work
	G group work
	T teacher supported
	LSA LSA supported
	All work should be initialled by the person marking it, if not the class teacher. The ticks might be shown against the learning objective to signal standard achieved.