

Newbold and Tredington C of E Primary School



# Marking and Feedback Policy Policy

Adopted: September 2016  
(Reviewed by whole staff)

To be reviewed: September 2019

**Rationale**

There are two reasons why teachers should mark all pieces of children's work;

- For feedback to children
  - On attainment
  - On progress
- For ongoing assessment
  - To update child records
  - To inform future planning

**Comments on children's work**

There are agreed symbols which provide means of feeding back significant information to the child i.e. have they achieved their learning objective and recording information about the children's work i.e. if they have worked independently or with support this provides evidence for assessment levels. These symbols are on display in each classroom (See Appendix A).

Teachers should aim to provide developmental comments on a regular basis for all children, giving a clear focus to help children improve their work. Time to answer these comments should be planned into lessons. All work completed each lesson needs to be marked everyday using the agreed symbols showing if children have achieved learning objective and other relevant comments (commenting effort, achievement, progress).

Oral feedback must be recorded using the correct symbol.

Where appropriate, children will have achievement towards the learning objective highlighted with a yellow highlighter. The teacher will also identify with a green highlighter, areas where the children could have improved his/her work.

Any marking comment written on a child's work must be in green pen in clear writing, joined up whenever possible.

At the beginning of each lesson, children must be reminded to respond to the comment the teacher has written. Children must edit their work using the red 'editing pens' so that it is clear where changes have been made. In Maths, children will make alterations in pencil.

**Child self assessment**

On a regular basis children are encouraged to assess their own work. They mark their work with the same symbols as the staff to identify effort and achievement.

Throughout the school children will also be taught to assess each other's work. This peer assessment can be completed and recorded using a range of strategies; post it notes, coloured crayons, orally. Teachers will decide what is appropriate for their class/ activity.

**We know our policy is working if;**

There is evidence that work is being marked regularly using agreed symbols and appropriate comments.

Marking informs annotations on weekly lesson plans.

There is evidence of children responding to comments using the appropriate writing material and children are aware of their next steps in learning.

**Monitoring**

Books will be monitored regularly by subject leaders and SLT through book trawls, drop-ins and child discussions. Relevant feedback will be given.

## Marking Symbols

### Learning Objectives



Objective achieved



Objective partly achieved



Objective not achieved

### Effort



Good effort (1 house point)



OK effort



More effort needed

### Level of Support



Independent work



Paired work



Verbal feedback given



Group work



Teacher support



Learning Support Assistant

### Other Symbols



Think again!



Does this make sense?

Sp in the margin to identify a spelling correction.