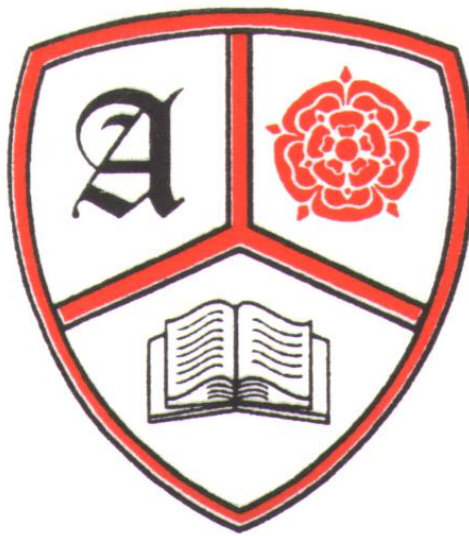


# ANDERTON PRIMARY SCHOOL

## MARKING AND FEEDBACK POLICY



### **INTRODUCTION**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Anderton Primary School.

### **AUDIENCE**

This policy is targeted in the main at teaching and support staff. However, governors, pupils and parents need to be aware of the marking symbols and range of feedback strategies used. The information contained in this policy is communicated to parents during parents' evenings and in individual meetings with parents and children where appropriate. This policy is available on the school website.

### **AIMS**

- To improve standards and to help pupils to know and recognise the standards that they are aiming for
- To promote confidence in every pupil so that they can improve further
- To motivate and encourage children to see the value in their learning
- To actively inform pupils of their own achievements
- To involve pupils in self-assessment
- To provide feedback which leads to pupils recognising their next steps and how to take them
- To ensure that feedback is effective and that work is quality marked

### **GENERAL PRINCIPALS OF FEEDBACK AND MARKING AT OUR SCHOOL**

- Staff and pupils are clear about the learning objective/intention of a task and the criteria for success
- Staff provide constructive suggestions, when appropriate, about the ways in which the pupil will improve their work
- Quality and positive feedback raises self-esteem and is the most significant factor in being a successful learner
- Staff expectations are consistently high
- There is an ethos of being able to identify achievements and proud moments
- Staff provide feedback to pupils regularly and in a number of ways
- Staff provide opportunities for pupils to assess their own work and each other's and give feedback as appropriate
- Staff ensure that pupils understand their achievements and know what they need to do next to make further progress
- The learning needs of individual children are understood and work is matched and marked appropriately
- Staff inform parents of feedback and marking strategies in order to involve them in reviewing their child's progress

### **MARKING AND FEEDBACK STRATEGIES**

At Anderton Primary we use a range of marking and feedback strategies. We select the appropriate strategy depending on the age of the child, the subject matter and the learning objective.

**All marking must be completed in green pen.**

### **Verbal Feedback:**

Oral feedback is potentially the most effective form of feedback. It is the most natural and frequent feedback experience for children and consists of feedback from the teacher, to the teacher, and from and to peers. Oral feedback helps to address difficulties and misconceptions at the point of learning. It is a quick and reliable assessment tool. It also boosts confidence and self-esteem as achievements are highlighted and celebrated 'at that moment'. Oral feedback needs to be focused mainly around the learning objective and can be given to an individual, group or whole class. Oral feedback is used frequently in Key Stage 2 and is the main form of feedback in the EYFS/Key Stage 1. Staff indicate that oral feedback has been given by the symbol VF. The guided group will always receive oral feedback.

### **Distance Marking**

Marking should be positive, clear and appropriate in its purpose. It should offer positive benefits to children, and the outcomes need to be fed back into planning. Marking should relate to the learning objective. Any other overall comment such as those relating to presentation or punctuation can also be written if appropriate.

### **When marking:**

- The children should be able to read and understand the comments
- Time is provided for children to read the comments

If a significant number of children make the same errors/misconceptions this will be addressed to the whole class at the start of the next lesson.

Appropriate to the age and level of the child, teachers will mark punctuation, spelling and grammar using the appropriate marking symbols.

### **Symbols**

Teachers should also indicate if there has been any adult support, e.g. from a TA, then the symbol TAS should be used. If the child has been working with the teacher, then the symbol TS should be used.

These marking symbols apply across the whole curriculum.

### **Peer/Self-Marking**

Children often mark work themselves or mark each other's work. This must be completed in a different coloured pen/pencil.

### **Editing/Proof Reading Work**

This is done using a purple pen and can take place throughout a lesson where appropriate.

### **Closed Exercise Marking**

This is where the work is marked together in situations such as a spelling or mental test or quiz. Partners can mark each other's work or their own work in a different coloured pen/pencil.

## **Learning Objective**

If the learning objective has been achieved, it will be highlighted in green. If the learning objective has been partially achieved this will be highlighted in yellow. If a child has not achieved the learning objective, then it will remain blank. This will be consistent across all areas of the curriculum. If a child has applied the learning objective skill within their work evidence of this may also be highlighted.

## **English Marking**

Quality distance marking will be done in English as appropriate. Incorrect spellings will be acknowledged by the teacher according to the age and ability of the child. In non-core subjects, key vocabulary and common exception words will be highlighted if spelled incorrectly.

## **Self and Paired / Group Marking**

At Anderton Primary we want to involve children in the analysis and constructive criticism of their own work. We want children to use self- evaluation, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self and paired/group marking involves:

- Children identify their success or that of others
- Children identify a place for improvement
- Children make 'on the spot' improvements

Ground rules need to be put in place when paired or group marking occurs: -

- Partners or group members should begin with a positive comment about the work
- Partners or group members should ask for clarification rather than jump to conclusions.

## **Self-Evaluation Prompts (oral)**

At Anderton we also encourage self-evaluation through phase prompts such as

- I liked...
- I learned...
- I think
- I will...
- I never knew ...
- I discovered.
- I was surprised ...
- I know.
- I can.

This strategy is particularly useful when a half term topic has been completed in such areas as science, ICT. or when reviewing targets met.

## **Published work**

Published work isn't marked as the quality marking has already been given in the initial drafting stages.

## An Easy Guide to Marking Symbols

### Learning objective met

### Working towards LO/achieved part of the objective

VF=	verbal feedback
TS=	worked with teacher
TAS=	teaching assistant support
I=	independent work
· =	corrections

Initials of teacher or tick shows teacher has acknowledged work marked by peer, or child.

### Marking symbols

Circle the letter /CL = Capital letter needed

~ = Spelling error where applicable

^ = Word omitted

~~~~~ = Indicates that the phrase/sentence doesn't make sense

// = New paragraph

Policy reviewed by all staff – Spring 2022