



# Marking and Feedback Policy

## September 2024

**This policy is intended to ensure consistency across the school in terms of marking practice and help to maximise individual progress.**

### **Rationale**

To ensure that all children at West Street Primary School have their work marked with the aim of

- moving them forward with their learning
- developing their self-confidence
- raising self-esteem
- providing opportunities for self-assessment and editing
- developing independent learning

As a result of this policy there will be greater consistency in the way that children's work is marked across the National Curriculum Key Stages.

### **Marking should enhance learning through:**

- Providing feedback about what they have completed so far
- Drawing children's attention to what they need to improve
- Giving next steps

### **Agreed Procedure**

- Learning objectives and success criteria are shared with the children as these are central to the marking process. Teachers should draw attention to examples of success.
- **Basic skills of grammar, punctuation, spelling and handwriting are marked in all curriculum areas**
- **All work must be marked before the next lesson in that subject in order to enable the children to reflect and respond to the feedback whilst it is still relevant**

**Work should be marked against the success criteria – possible strategies include:**

1. Identifying the pupil's success
  2. Indicating improvements
  3. Giving a next step to push learning forward
  4. Giving the pupil time to make the improvement
- A variety of approaches are taken to mark work e.g. one-to-one discussion with the teacher/teaching assistant; individual self-assessment (using green pen); children marking each other's work (peer assessment)
  - Staff in Key Stage 1 and Key Stage 2 use post it notes/tags to indicate the need for a pupil to respond to marking
  - Time is given, on a regular basis, for children to read comments and make a response (when appropriate) including corrections and/or improvements
  - Comments should focus upon key issues linked to lesson objectives, success criteria and individual targets
  - Teachers should include formative comments that inform children's learning e.g. directing children to the next stage in their learning. Example: Now try to work out the perimeter of each shape
  - Marking criteria should be shared with children using a checklist or visual success criteria to refer to marking their own or others' work
  - When marking, staff should model the handwriting expectations that is expected of the children. We follow the Nelson Handwriting scheme. See below.
  - Next steps should include questions, reminders, scaffold (an example of what they need to do), example (exact sentences, words or processes to copy)

**At all stages any adult marking work, other than the teacher, should initial it.**

**Marking scheme**

<b>EYFS1</b>	<ul style="list-style-type: none"><li>• Very early positive marking</li></ul>
<b>EYFS2</b>	<ul style="list-style-type: none"><li>• Positive marking of work</li><li>• Various ticks for phonic knowledge</li><li>• Stamps – aided / unaided, smiley faces</li></ul>

	<ul style="list-style-type: none"> <li>• Specific stickers aimed at progress in a certain area</li> <li>• Comments on success to inform progress and assessment</li> </ul>
<b>KSI &amp; KS2</b>	<ul style="list-style-type: none"> <li>• Positive marking of work</li> <li>• Symbols as outlined below</li> <li>• Stickers as appropriate</li> <li>• Comments relevant to learning objective &amp; next steps</li> <li>• Dojo Points</li> </ul>

During writing sessions Visual Success Criteria should be used.

	<p>Handwriting</p> <p>Write on the line ✘</p> <p>Write on the line! ✔</p>	<p>Check your spelling</p> 	<p>Does it make sense?</p> 		<p>Conjunctions</p> 
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At the end of each piece of writing children should self-assess using green pen, ticking the objectives they think they have achieved.

Teachers should then tick the objectives the children have actually achieved based on evidence in the child's writing. **Each objective achieved is worth one Dojo. Any objectives which have not been achieved should be highlighted to show next steps.**

### Marking scheme (particularly relevant for Y3-Y6 but used as appropriate in KSI)

#### When you see this.....

\*

#### It means this....

Something positive

→

Next steps or a correction

Highlighted part eg **frim** africa

Word spelt wrong/punctuation missing/grammatical error – correct it

^




A word is missing

~~Word~~

Word(s) not needed

//	PARAGRAPH (start a new one)
?	It doesn't make sense - read through and correct
X	The answer is not fully correct
√	Correct answer/good
√√ or a special sticker	Something REALLY good
I	Independent work
S	Supported work
M	Modelled work
VF	This work has been discussed verbally with an adult
TA	Teaching Assistant support/marked (T.A. to initial)
CT	Class Teacher support

In Maths use the self-assessment traffic lights when you have finished your work.

	I found this work easy and understand it.
	I found this work a little bit hard then got the hang of it.
	I found this work really hard and do not understand it.

Marking symbols and self-assessment system to be displayed in every classroom.

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<b>When you see this..</b>	<b>It means this....</b>
	Something positive
	Next steps or a correction <b>Highlight</b>
Highlighted part e.g. <b>frim africa</b>	Word spelt wrong/ punctuation missing/ grammatical error – correct it
<b>^</b>	A word is missing
<b>Word</b>	Word(s) not needed
<b>//</b>	<b>PARAGRAPH</b> (start a new one)
<b>?</b>	It doesn't make sense - read through and correct
<b>X</b>	The answer is not fully correct <b>Highlight</b>
<b>√</b>	Correct answer/good
<b>√√ or a special sticker</b>	Something REALLY good
<b>I</b>	Independent work
<b>S</b>	Supported work
<b>M</b>	Modelled work
<b>VF</b>	This work has been discussed verbally with an adult
<b>T.A.</b>	Teaching Assistant support/marked (T.A. to initial)
<b>CT</b>	Class Teacher support

How handwriting should be modelled when marking:

I fell asleep in class  
today  
as I was awfully bored  
I laid my head upon  
my desk  
and fell asleep and snored

Appendix 4.jpg

big green  
jelly happy  
unique xylophone  
zebra swans

Appendix 3.jpg