



Policy for Marking and Feedback

1 Introduction

Feedback should inspire a greater effort and a belief that, through hard work and practice, more can be achieved.

(Underpinning principles for assessment, NAHT, February 2014)

At East Boldon Infant School, we will take a professional approach to the tasks of marking work and giving feedback on it. We worked collaboratively as a staff in order to standardise marking across school to ensure consistency. Although there will be differences between year groups, the key features of marking at East Boldon Infants will be seen across all workbooks.

2 Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through the use of praise and encouragement.
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and any individual targets set for them;
- promote self-assessment and allow children to take more responsibility for their own learning.;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- Feedback will always be given in a positive and supportive manner, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Children should be aware of the marking criteria (taken from the Learning Objective) and understand the meaning of any marking they receive.
- When completing a writing task in any subject, the school symbols for marking should be used in line with the children's targets where appropriate.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

- The marking system should be constructive and formative. It should follow where necessary the PEN steps: begin with **praise** of what the child has achieved, then give an **example** of what they have done well, and then a **next step** related to their targets, although we recognise this may not be needed on each piece of work.
- **Green pen** will be used to praise the child and give the examples of what they have done well. **Pink pen 'Think Pink'** will identify the areas for the child to improve.
- Feedback may also be given by a teaching assistant, or through peer review, however the teacher will always check over the work.
- Group feedback may also be provided at the end of the lesson or in group sessions.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- All homework should be marked in line with the Marking and Feedback policy.
- In Maths children will be given steps to improve and where appropriate an extension or consolidation activity to complete before the next lesson.

4 Implementing the marking policy

- 4.1 The school has rules that apply to all pieces of work (e.g. the short date must be at the top and title when appropriate), and teachers will encourage children to follow these rules.
- 4.2 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3 In order to encourage a positive response, a constructive statement on how to improve should always be used.
- 4.4 When oral feedback has been given, this will be identified by a circle containing the letters OF.
- 4.5 Ticks are normal where work is correct, **or a pink** dot where errors have been made. Other symbols may be used once their meaning has been explained, e.g. a C may be used in maths books where a correction has been made.
- 4.6 Ticks in green will be used throughout pieces to highlight positive aspects of the work such as use of connectives.
- 4.7 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- 4.8 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Where editing is used by the child, a purple pencil may be used.
- 4.9 Children should be encouraged to assess their work ahead of final marking, using the success criteria (including symbols for marking) and against their individual target.
- 4.10 Teachers will comment on spelling and grammar only in the following cases:
- if spellings and grammar were part of the lesson focus;
 - if it is a non negotiable spelling that the child should know;
 - if it is something related to the child's target.
- 4.11 A VCOP sheet may be used to support self assessment for the children to identify gaps in their own learning.

4.12 Teachers will select the most appropriate means of recognising and rewarding a child's achievements. This could include stickers, stars, smiley faces, stamps, good work certificates, Headteacher awards, classroom displays.

4.13 The level of teacher involvement should be indicated by these symbols

- I = Independent
- T =Teacher Supported
- TA = Teaching Assistant Supported
- CI = Child Initiated (EYFS)
- H = Home (EYFS)
- C = Cover (Supply)
- OF = Oral Feedback

5 Agreed Symbols for Marking

The following symbols were introduced when marking writing tasks in September 2014. They are to be used when children complete any piece of writing work across the subjects and are also to be used when giving the children a writing target. The marking symbols are to be displayed clearly in the classroom so children can see the symbol and make a link with their target. The symbol is to be written at the end of a piece of work to show clearly show children what their next steps to learning are.

The agreed symbols are:

| East Boldon Infants School Symbols for Marking Writing | | | |
|---|---|---|---|
| b d abc |  | ABC |  |
| Letter formation | Finger spaces | Start with a capital letter | Listen for sounds |
|  | aAaa | aaAa | ● |
| Write more | Write smaller | Write bigger | Full stops |
|  | adj |  |  |
| Check your work | Add an adjective | Add a connective | Sentence opener |
| ? ! " " , |  |  |  |
| Use punctuation | Rehearse sentence first | Work faster | Improvement point |

6 Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We are implementing new practices this academic year and will assess its performance across the year. This policy will be reviewed in September 2019.

Signed:

Date: