

# Marking and Feedback Policy



## Introduction

Improving learning through assessment is supported by the provision of effective marking and feedback to pupils. It should provide constructive comments, enabling pupils to assess their own performance and understand how to improve. It will also provide the teacher with information about a pupil's achievement, effort and learning needs and is therefore an important part of teacher assessment.

## Effective marking should:

- Provide clear feedback to pupils about the successes and improvement opportunities in their work
- Recognise, encourage and reward pupil's effort and progress
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work
- Build self-esteem and make pupils reflective learners
- Relate to the learning objective and success criteria of the task

## Marking Procedures

- Teacher marking will be completed using a green pen.
- Marking must be done on a regular basis and as soon after the completion of a piece of work as possible. More detailed feedback in Literacy books would be expected twice a week, if necessary and appropriate.
- A range of subject-specific spellings will be corrected and a limited number of other spellings will be marked depending on the age of the child.
- Good presentation is expected and will be commented on.
- Teachers will use feedback from marking to inform future targets and planning.
- The marking will be related to clear success criteria that have been shared, or co-constructed with the class.
- Pupils will be given clear information about their efforts and how they can improve further e.g. indicating successes in their work, written comments, closing the gap prompts.
- Pupils will be given opportunities to make the necessary improvements to their work using the feedback comments.
- A particularly effective piece of work may be awarded with a credit in line with the school's system of rewards e.g. certificate, house points, class sticker, Writer of the Week.
- A range of peer assessment and self-assessment against the learning objective and success criteria will take place, depending on the age of the children e.g. a star and a wish, paired discussion using specific criteria, marking ladders, sharing good models of pupil work e.g. through use of visualiser, classroom display.

## Marking symbols

In each key stage, an agreed set of marking symbols will be used:

EYFS: Teachers and TAs will use the code **VF** in news writing and able writers' books when verbal feedback is given.  
Work annotated to show if it is adult led or independent.  
Marking stamps used for "target bookmarks" i.e. next steps

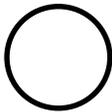
KS1: See attached sheet

KS2: See attached sheet

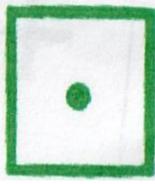
This section forms an appendix to the school Assessment Policy.

***Marking and Feedback procedures reviewed and revised October 2015***

**KS1 Marking Key**

<b>Symbol</b>	<b>Meaning</b>
I	Independent
VF	Verbal feedback given
PA	Peer assessment
SA	Self-assessment
1:1	One to one support given
T	Guided teacher
TA	Guided teaching assistant
	Positive comment related to LO or effort towards it
	A next step (wish)
<b>Highlighted in green</b>	Acknowledges where the objective has been met
	Indicates correction to upper/lowercase letter, punctuation or calculation – may be corrected by the teacher or shows the need for self-correction
^	Missing word
//	New paragraph required
	Sentence doesn't make sense

*In addition the following marking stamps will be used:*

		
<b>Capital letters</b>	<b>Sound words out</b>	<b>Full stops</b>
		
<b>Finger spaces</b>	<b>Letters formed correctly</b>	<b>Write on the lines</b>

## KS2 Marking key

Symbol	Meaning
	Verbal feedback
	Independent work
 T TA	Supported work (mark whether by T or TA)
	Positive comment related to LO or effort towards it
	'Wish: next step/respond to marking
<b>Highlighted in green</b>	Acknowledges where the objective has been met
sp 	Incorrect spellings underlined, and written out at the end of the page next to 'sp'. Children to write out 3 times.
	New paragraph
	Missing punctuation or capital letter
	Missing word
PA by _____	Peer-assessment (coloured pencil)
SA	Self-assessment