

Burton Leonard Church of England (VC) Primary School



Marking and Feedback Policy

Aims and objectives

At our school we take a professional approach to the tasks of marking work and giving feedback on it. All teachers and teaching assistants mark work and give feedback as an essential part of the assessment process.

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

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and next steps to success;
- offer specific information on the extent to which they have met the lesson objective, give an area to help move learning on
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge understanding and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that informs future lesson-planning.

Our principles of marking and feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

The marking should largely be in accordance with the lesson key learning question, pupil generated success criteria and Presentation Policy.

Comments will focus on only one or two key areas for improvement at any one time.

Whenever possible, marking and feedback should involve the child directly. Use of response pens/pencils gives pupils from Year 2 to Year 6 the opportunity to share in feedback and a learning dialogue. We give oral feedback immediately and we recognise that this feedback is low cost with the highest impact. Children are expected to edit their work. Marking with support is given if and where required.

The marking system should be constructive and formative. We base our teaching on effective feedback, constructive criticism and meaningful praise on an individual basis.

For one-to-one feedback (teacher to pupil and pupil to pupil) to be effective, sufficient mutual trust is established. Feedback may be given by a teaching assistant and through peer review. Feedback is provided through plenaries too, and in group sessions. Errors that were made by many children should not be the subject of individual comments, but should be noted in planning. Marking will always be done before the next lesson in that subject.

A delicate balance has to be achieved. 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.

Ticks are normal where work is correct and a dot where an error has been made. Other symbols may be used once their meaning has been explained, for example a smiley face for a positive comment and a thought bubble for a next step in learning. Sp. will be used in the margin to indicate incorrect spelling, p for punctuation and gr for grammar correction needed. This marking is used in the autumn term, a dot in margin until spring half term and self-editing from then onwards. Children in KS2 will use dictionaries to make corrections.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Pupils are encouraged to mark against the clear success criteria set at the start of the lesson as part of the reflection on learning process. Pupils are encouraged to set success criteria.

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 will therefore review this policy in three years, or earlier if necessary.

Adopted Spring 2015
Interim review 7.9.15
Interim review 1.3.16
Interim review 17.5.17

To be reviewed Spring 2018



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