

## **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 part of the assessment process.

We give feedback in order to:

- show that we value the work of our pupils, and encourage them to do the same
- boost self-esteem and aspirations, through use of meaningful praise and encouragement;
- promote self and peer assessment, where pupils recognise their own achievements and areas for development
- give pupils a clear picture of how they have met the lesson objective and give an area to help move learning on
- support children to move forward in their learning
- provide a basis both for summative and for formative assessment
- provide the ongoing assessment that informs future lesson-planning.
- identify misconceptions

#### **Our principles of marking and feedback**

The process of marking and feedback should be positive 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 and adult generated top tips and Presentation Policy.

Comments will focus on only one or two key areas for improvement. When several children share the same key areas for improvement this becomes an area for teaching and it is noted on planning to inform the next session.

Whenever possible, marking and feedback should involve the child directly. Use of response pens in Years 5 and 6 gives the pupils opportunity to share in feedback through a learning dialogue. Verbal feedback is given immediately and through plenaries and we recognise that this feedback is low cost with the highest impact and helps clear misconceptions.

Pupils are expected to edit their work and peer-edit the work of others often using editing phones.

### Our marking and feedback scheme

√	Work is correct
√√	Very good choice of word, sentence construction, tense choice, punctuation
▪	Incorrect
. c	Shows work has been corrected
	Celebrates successes
	To improve think about...
sense ?	Does this make sense?
tense?	Is this the correct use of the tense?
sp	Spelling correction needed
p	Punctuation check needed
CL	Capital letters needed
FS	Full stop needed
BF	Buddy feedback
TF	Teacher feedback

This marking is used in the autumn term, a dot in margin until spring half term and self -editing from then onwards in Year 2 and year 6 for moderation purposes. Marking will continue throughout the year for all other year groups. Children in KS2 will use dictionaries to make corrections. Where pupils engage in the marking process, they will be all the more engaged and receptive to correction. Pupils are encouraged to give verbal feedback and mark against the top tips set at the start of the lesson. We use self, buddy and teacher assessment grids for long pieces of writing across the curriculum.

### 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 Autumn 2018**

**To be reviewed Autumn 2021**



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