Aspiration
Together we can!
Inspiration

DONINGTON
C E
P S
COWLEY ENDOWED PRIMARY SCHOOL

Determination Courage

Excellence Pride Success

Donington Cowley Endowed Primary School
Marking and Feedback Policy

Rationale

Effective marking and feedback is an essential part of teaching and learning. All marking should be *meaningful, manageable, and motivating.* The purpose of making and feedback is to improve pupil progress and outcomes for all pupils.

Aims

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

- Show children that we value their work and encourage them to do the same
- Boost self-esteem and aspirations through the use of praise and encouragement
- Give a clear general picture of how far they have come in their learning and what the next steps are
- Offer them specific information on the extent to which they have met the lesson objective
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Share expectations
- Gage their understanding and identify any misconceptions
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress
- Provide the ongoing assessment that should inform future lesson planning.

Principles of Marking and Feedback

- Feedback can take the form of spoken or written marking, peer marking and self-assessment. 'Live Marking' will occur during lesson time. Conferencing may be given on a one-to-one or small group basis. Opportunities for 'Conferencing' ensure quality time is allocated to verbal 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. We aim to recognise and encourage children's effort and achievement and celebrate success.

- Comments should be appropriate to the age and ability of the child.

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

- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

- 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.

- Written comments should be neat, legible, and written in green ink. Blue ink is also used in Key Stage 1 and Key Stage 2 books to help the children to identify what to do next~ '*Green is good' 'Blue to do'.*

- The marking system should be constructive and 'child-friendly'. The success and improvement model will be used. Specific examples of what is good are included so the children are aware and can repeat these in their next piece of work. Also, important to be included in the blue to do are specific examples of how to improve a sentence / feature.

- Children will response to blue comment in purple pen or pencil

- Feedback may also be given by a teaching assistant, through peer review, through plenaries 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. Future planning should be amended accordingly.

- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

General Advice to Teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupils while the task is being completed.

- Live Marking can be used throughout lessons and indicated with a LM. Conferencing (indicated by a C) can also be used, where the teacher and child have a conversation after a piece of work has been completed and there is shared dialogue about the different aspects of the work.

- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. Developmental comments should be followed by a suggestion or reminder for improvement in the next piece of work.

- Use of a child's name in a written comment personalises it.

- 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.

- Sharing work with the whole class or with a focus group is helpful and complements individual conferencing/target reviews.

- The school has explicit guidelines that apply to all pieces of work (eg the date and title must be underlined). At Key Stage 2 all pupils are expected to follow these guidelines and at Key Stage 1 pupils should be working towards them as appropriate.

- In addition to these general rules there are specific rules for specific types of work, for example mathematics. These rules have been taught and may be on display. They make it clear what good quality work in the subject is like.

- 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.

- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding or to bring about improvements.).

- Ticks are normal where work is correct and a dot where errors have been made. Other symbols may be used once their meaning has been explained. (For codes refer to Appendix 1 attached).

- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.

- Self-marking/evaluation (Self-Assessment Sentences) against shared learning intentions/agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.

- In addition, the children could indicate where they think a particular target has been achieved.

This policy was reviewed January 2022

Appendix 1

Our School's Marking Code

tick= correct

dot = incorrect

? = Are you sure? (Please check to ensure that your work makes sense.)

// = new paragraph

/ = indicates that a word has been missed out/ ***** insertion of a missing section

Sp = spelling mistake ~ find the error and correct it

LM= Live Marking comment/feedback has been given directly to the child with brief but relevant details about support

C = a 1-to-1 conference with the child has taken place with brief but relevant details about the discussion

G= guided group work

S = supported work (adult to initial) with brief but specific detail about support
e.g. **S spellings**

P = worked in a pair

I = worked independently

ST = Supply Teacher in that day