

Poringland Primary School and Nursery



Marking and Feedback Policy

Date of Policy: Summer 2020
Review Date: Summer 2023

Members of staff responsible: Senior Leadership Team

Happy Active Inspired Healthy Learners

Marking and Feedback Policy

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1 Introduction

1.1 At Poringland Primary School and Nursery, we take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular, comprehensive and consistent feedback on their learning. Therefore all teachers mark work and give feedback to children as an essential part of the assessment process. Teachers are also aware of the value parents/carers place on the comments on their child's work.

2. Aims

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

- Show that we value their work and encourage them to do the same;
- Boost their self-esteem and aspirations through the use of praise and encouragement;
- Give them a clear picture of how far they have come in their learning and the next steps;
- Offer them specific information on the extent to which they have met the lesson objectives and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis and, where appropriate, a written record for summative and formative assessment;
- Provide the ongoing assessment that should inform future lesson planning

3. Principles of marking and feedback

3.1 The process of marking and feedback should be a constructive one, with recognition given to the efforts made by the child.

3.2 Marking should always be in accordance with the lesson objective and, where relevant, the child's own personal learning targets.

3.3 Comments will be appropriate to the age and ability of the child and may vary across year groups and key stages.

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

3.5 Comments will 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 expectations for the task from the outset.

3.6 Whenever possible, marking and feedback should involve the child directly.

3.7 Good quality work and good effort may be rewarded in a variety of ways, including being displayed, house points, stickers, sharing work with Headteacher and other staff, and a mention in Vision assembly.

- 3.8 Feedback may identify a child's key learning difficulties.
- 3.9 Errors that are made by many pupils are noted in planning and measures are taken to redress the problem.
- 3.10 Children are encouraged to check and assess their work ahead of final marking.
- 3.11 Where appropriate children may mark their own or others' work, and thus encourage positive and constructive awareness.(An appendix of symbols used is attached to the policy)

4. Associated policies

- 4.1 This policy should be read in conjunction with the following school policies and procedures:
- Accessibility Plan/Disability Equality Policy;
 - Assessment Policy;
 - Equal Opportunities Policy;
 - Gender Equality Policy and Action Plan;
 - Homework Policy;
 - Most Able Pupils;
 - Race Equality Policy;
 - SEND Policy;
 - Teaching and Learning Policy;
 - Subject Policies.

5. Monitoring and review

- 5.1 This policy is monitored and reviewed regularly by staff and Governing Body. We will review the policy every three years, or earlier if necessary.

Marking symbols used in Nursery

X	help needed
✓	fine
A	great, ready to move on

Marking symbols used in Reception and Key Stage 1

I/went/to
picture of finger

line indicates missing spaces
missing spaces (reception)

I

independent work

AS

adult support given

D

discussion – a misconception has been discussed with the child or the child has shared a verbal comment with the staff member

CI

Smiley face

child initiated

good effort/improvement

○

error - incorrectly spelled word/full stop/capital letter missing

^

omission of word



Emerging – objective partly achieved



Achieving – objective met



Exceeded

Marking symbols used in Key Stage 2

4 or A objective met or achieved

SP spelling error

AS	adult support given
MP	More practice required
NS	Next Step in children's learning

Children are encouraged to use a green pen to write comments or show whether they feel they have met the objectives or have new targets ahead.

Teachers have some flexibility to use this system in the way that works best for their individual pupils in their class.