**Marking and Feedback Policy**

Kielder Primary School & Nursery



**POLICY STATUS**

| **Date approved** | **September 2021** |
| --- | --- |
| **Review cycle** | **Every 3 years** |
| **Next review** | **September 2024** |
| **Approval level** | **Headteacher** |

**Rationale**

Marking and feedback are the foremost tools used by the class teacher to improve both teaching and learning. The purpose of marking and feedback for the teacher is:

* to gain an understanding of children’s learning
* to plan next steps in learning
* to guide future planning
* to summarise learning

The purpose of marking and feedback for the child is:

* to gain an understanding of how well they have grasped and understood the learning
* to enable the children to identify strengths and information on how to improve their performance to extend their learning
* to be given time to reflect upon their learning

Involving the children in part of the process of marking provides opportunities for them to self assess and reflect on positive and constructive feedback. Peer marking is a valuable way for children to learn from each other.

If teachers set high standards through the marking of children’s work, the standard of children’s work will also be high. Marking should encourage good basic grammar and English skills within **all** curriculum areas.

**Marking and Feedback Code**

* Please mark in **black** pen.
* Comments should **link to the learning objective.**
* Challenges/next steps given where appropriate.
* Allow children to have five to ten minutes daily, to go back and check corrections.
* Self-assessment should be marked using a traffic light system (See appendix 1).

A variety of different types of marking should take place and these will vary depending on the context (See appendix 1). Editing tabs will be implemented in books when written work needs to be re-written by the child for explained errors. Instead of children ‘rubbing out’ their work, an editing tab will be glued in the books page-margin to write over the top of previous writing. This will show that a good level of understanding has been applied and learning progress has been achieved.

**Marking spellings**

Marking a spelling should show the children what they can spell rather than what they can’t spell. This will be marked by placing a tick under the parts of the word that they have spelled correctly and a line under the parts they have not. This supports children to see exactly which part is not right and focus on this rather than the whole word.

It is essential that children’s feedback reflects the correct level of challenge. Teachers are expected to use the following guidance when marking.

Challenge → Reminder → Steps

**Principles**

* Marking of children’s work can have different roles and purposes at different times and can involve **both written and verbal feedback.**
* All written work should be marked. There will be **more verbal marking** within EYFS and KS1 but this should be indicated on the piece of work (VF).
* Verbal feedback is used as a main marking tool due to small class sizes. The children benefit from verbal feedback daily in each lesson.
* The marking of children’s work, either written or verbal, should occur as soon as possible.
* Teachers should look for strengths before identifying weaknesses when marking work if at all possible.
* Marking should be linked to learning objectives and targets with some reference being made to English skills if appropriate. This applies when marking work within all subject areas.
* Marking procedures and standards should be consistently applied across the school.
* The marking criteria should be displayed in each classroom and/or within exercise books. Children should understand the meaning of the marking they receive.
* Children should be given the opportunity each day to reflect upon marking and make corrections or complete challenges.
* Parents should have the school’s marking procedures explained to them.

**Monitoring and Evaluation**

The Headteacher, with staff, will regularly review a sample of books from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in children’s learning and greater clarity amongst children and parents concerning children’s achievements and progress. The performance indicators will be:

* an improvement in children’s attainment
* teacher, child and parent testimony concerning the usefulness of the marking - consistency in teacher’s marking
* an awareness on the part of the pupils of what is expected of them

**Appendix 1**

**Kielder Primary School**

**Literacy** Editing tab – lined piece of paper glued onto the margin to re-write corrections in written work.

**Maths**

● A tick for correct answers, a dot for incorrect answers.

● Reversed numbers in answers should be marked as correct. The correct formation of the number should be written above.

**Spellings** Placing a tick under the parts of the word that they have spelled correctly and a line under the parts they have not.

**GPS** Highlighted or corrected by the teacher depending on the child’s level.

**Pupil self marking- (used on self assessment grids).** Key Stage 1 & Key Stage 2

Traffic light system used by children

(Green) I can do it.

(Yellow) I can do some of it. I needed help. (Red) I can’t do it

**Teacher marking codes**

| VF | Verbal feedback given |
| --- | --- |
| TA | Supported by a teaching assistant |
| Sp | Spelling mistake |
| ST | Marked by a supply teacher or student |
| I | Independent work |

SM Self-marked

PM Peer-marked

Text highlighted or underlined text in pink – Corrections to complete ‘think pink’.

Text highlighted in green – Learning intention achieved ‘Green for go’

Text highlighted in yellow – Challenge.