



Norley CE Primary School



Marking and Feedback Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)



Marking and Feedback Policy

As a Church of England Primary school, we are a caring community that seeks to express the Christian faith in every aspect of school life. This commitment extends to all staff and children within the school

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the pupils.

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class. This is where it is important to work with different groups during the week and that Teaching Assistant's are filling in 'Additional Adult Feedback' forms.

'**Light touch**' marking will refer to the learning objective by a tick. Written feedback may be given when necessary and should be **short** and **challenging**.

'**Deep marking**' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' and providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress, related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.

General Principles - Literacy

Not all pieces of work need to be marked with a detailed comment. Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be 'light touch' as quality of marking will be judged on the impact it has on children's learning. Children will always receive oral or written feedback on significant pieces of writing.

Teachers will always provide pupils with time to respond to comments if they have been given them. Time allocated to this will be at the teacher's discretion but must not impact on the quantity or quality

'The love of God shines through us by the work of our hands'

of learning in subsequent lessons.

Improvement prompts in literacy will be specific and not a general comment. Best practice examples will include:

A reminder

This will remind children what could be improved based on success criteria.

A scaffold

Gives children more support to improve their work.

- a. Can you describe how this person is a good friend? - QUESTION
- b. Describe something that happened which showed that they were a good friend - DIRECT PROMPT
- c. He showed me he was a good friend when... - AN UNFINISHED SENTENCE

An example

This kind of prompt gives them an actual choice of words or phrases to use e.g. 'which adjective would be best to use: fierce or bad?'

General Principles - Spelling, Grammar and Punctuation (SPaG)

Margin marking will be used to highlight errors made in SPaG. Expectations in margin marking are explicitly detailed in the school's marking code for Key Stages 1 and 2. Teachers will frequently use examples to highlight effective uses of punctuation, spelling and grammar as well as modelling how peers or the child writing can review their work and find their own errors.

Peer and Self Assessment

Children are expected to self-assess against success criteria. Children in Key Stages 1 and 2 can tick the criteria if they believe there is evidence in their learning of achieving them. Peers will examine each other's work at regular points during the week and try to identify progress made against success criteria, as well as identifying punctuation, grammar and spelling errors.

Constructive 'learning conversations' will be promoted in each class, where children are encouraged to reflect on their own learning and progress.

General Principles - Maths

Teachers should always provide children with time to respond to comments. Time allocated to this will be at the teacher's discretion but must not impact on the quantity or quality of learning in subsequent lessons. There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in a different colour pen. If misconceptions are addressed in class then a 'VF' can be put to show a teacher has intervened using verbal feedback.

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect.

Comments are not necessarily needed for all pieces of work, however all work should be marked against the learning objective. This may include writing NS (next step) that needs to be worked on. Next steps are not necessarily needed as the next lesson is the next step for most children. When comments are included, they should be specific and have an impact on the children's learning.

Improvement prompts in maths will be specific and not a general comment. Best practice examples will include:

- Finishing a sentence
All multiples of 5 end in and
- Ask for an explanation
Would a chocolate lover rather have $\frac{1}{2}$ or $\frac{3}{4}$ of a chocolate bar? Explain your answer.
- Encouraging reflection
Could there be a quicker way of doing this?
- Rewrite or model an example
- Self correcting
Can you see where you have made your mistake?

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
- Always provide pupils with time to respond to feedback if they have been given a comment.
- Give 'next steps' to help to push children's thinking forward **when needed**.
- Use feedback to push children's reasoning and communication about mathematical ideas (particularly in maths books).

Responding to feedback

Children in all Key Stages are expected to respond to feedback provided. This can be done in different ways.

- In KS2, children will initial comments to show they have been read and answer any follow up questions in a different colour pen or pencil.
- Feedback can be provided orally and 'VF' (verbal feedback) can be used by the teacher or Teaching Assistant to show the feedback has been understood by the child. Teachers can also record a few key words of the feedback conversation which has taken place.
- In all KS1 and KS2 classes, children will correct identified mistakes as soon as they receive their work back as outlined in the school's marking system

General Principles - Interventions

All work is marked during the session and children must respond to feedback in the same session.

Teaching Assistants delivering interventions will model on a daily basis the correct use of punctuation, spelling and grammar using the whiteboard, iPad or Laptop. Peer assessment also plays an important part in learning and children are encouraged to reflect on their learning and progress through partner work.

General Principles - Foundation Stage

We expect some children to be familiar and confident with this marking system by January and all by

'The love of God shines through us by the work of our hands'



the Summer term.

School Marking Code

These symbols will be used for line/ Margin Marking.

Sp- There is a spelling error on this line that needs correcting.

P- There is missing punctuation on this line

G- There is a grammatical error on this line

//- a new paragraph should start here

✓- Learning Objective achieved

• - correction needed

I - work done independently

S- work was supported

Next steps:

- Class 1-given next steps verbally
- Class 2- draw steps next to the objective the children need to work on
- Class 3-steps drawn with the objective to reach next to it
- Class 4- next steps written at the end of the piece of work

Marking and Feedback Policy	
Review Frequency:	2 years
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Head Teacher approval signature:	<i>Helen Kelly</i>
Head Teacher approval date:	6 th May 2022
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Chair of Governing Body approval date:	6 th May 2022
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