



# **FEEDBACK AND MARKING POLICY**

## **1. INTRODUCTION**

The marking and feedback policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school, practice is consistent and in line with the overall policy on assessment, recording and reporting.

At Whaley Bridge Primary School we believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

## **2. POLICY PRINCIPLES**

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every pupil can improve.
- Be seen by children as a positive means to improving their learning.

## **3. POLICY AIMS**

We recognise that marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken feedback with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his / her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.

- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking, together with other information to adjust future teaching plans
- Provide children with time to act on the feedback they are given.

## 4. STRATEGIES

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Whaley Bridge we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve.

### Marking Code

The key to any good marking is that the children have seen good modelling by the teacher, and understand what it means, but that they need time to respond to it.

### Oral Feedback

The learning objective should always be the focus of the feedback. For children in EYFS and the ER, verbal feedback should be prompt, positive and constructive.

### Peer and self-marking

Wherever possible children will self-mark these activities or work will be marked as a class or in groups. Children will use a coloured pencil to self-mark work with a tick or cross. Children can identify their own/or others successes, identify improvements in each other's work hopefully linking it to the learning objective. Allowing children time to then act on their peer's advice.

### Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together, before giving a response to the class or teacher.

### Quality Marking

Using a range of written comments to ensure children know what they have achieved and specifically how to move their learning forward with explicit guidance on how to improve.

### Closing the Gap Comments

- Remember prompts.
- Scaffold prompts.
- Example prompts.

## 5. ORGANISATION AND PRACTICE

At Whaley Bridge we have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning objective, so that they are clear about learning expectations.
- Use a variety of marking and feedback strategies to develop pupils' own self-evaluation.
- Continuously model good practice in marking to children as part of daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- Use a marking code which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.
- Children need to be able to read and understand written comments, which should be written in handwriting that complies with the PenPals scheme, so that they are confidently able to respond and use the feedback effectively.
- It may be quality marking or a comment that takes learning forward.
- In EYFS classes, marking is carried out with the child and in some cases in a supportive manner when the child is completing peer marking or self assessment.

When marking, teachers at Whaley Bridge will:

- Use a blue pen.
- Ensure their writing complies with the PenPals handwriting scheme.
- Ensure the feedback relates to the Learning Objective (Can I statement)
- Ensure marking provides specific guidance on how to improve (Closing the gap comment): remember prompts, scaffold prompts and scaffold prompts.(EBI – even better if) Include next steps linked to lesson objective/success criteria/targets
- Give time for children to reflect/respond to comments (Beginning or end of a lesson)
- Mark on a daily basis.
- Every subject will be marked to the objective (where appropriate).
- Highlight areas of strength: various stampers/stickers/team points, positive comments - WWW (what went well), 2 ticks, 2 stars and a wish, tickled pink,

Rainbow Editing - outstanding orange openers, groovy green clauses etc,  
☺ face stamper for self-assessment.

- Spelling will be marked according to the child's attainment level. For example: If a child is working within Y4 expectations then they will be marked on the HF and National Curriculum words up to and including Y4.
- Spelling will be marked by putting SP within the text and then again at the end of the text with the correct spelling of the word next to it. If necessary a spelling dictionary will be provided to monitor the children's spelling or they may be encouraged to find the words themselves using a dictionary.

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