

Marking and Feedback Policy



What is the purpose of marking and feedback?

“Feedback should cause thinking to take place.” – Shirley Clarke

Marking and feedback in children’s books should be an integral part of the learning cycle - it should be used by teachers to inform assessment and planning. Marking and feedback should be accessible to children, should enable them to learn and should have an impact on progress. Marking and feedback should be focused on closing the gap between their present position and their desired goal (target). Marking and feedback should allow children to respond.

Sutton Trust report ‘[Pupil Premium Toolkit](#)’ listed effective feedback as the highest impact action (adding eight months of learning per year) – against the lowest cost.

As a school we have moved to a largely symbol based marking scheme, this reduces the writing by the teacher, making the marking more manageable and thus providing more time for the teacher to concentrate on the link between marking, assessment and planning.

Symbols should be placed in the margin where possible and all pupils should be provided with time to make corrections.

Expectations

- Learning Objectives and Steps to Success should be produced for each lesson, with space for children and teacher to review the work using smiley faces – which shows that Step has been achieved.
- Work will be marked in green pen. Children will respond with a purple pencil.
- Ensure that work is correctly marked as right or wrong and that mistakes are drawn attention to for correction or are corrected
- If giving praise, praise only for effort (aspiring) and not for achievement
- Use the symbols in place of long written comments (see reverse) these should be used daily and pupils are expected to respond

Comments should be made about what a child can do to improve (must be manageable and at least weekly) and children should be able to respond to these comments:

- If correct and clearly confident then challenge (set an explore or explain question) or accelerate (give them the next activity in the sequence)
- If correct but you want to ensure understanding then consolidate (by giving another question, perhaps in a different way i.e. word problem, missing number problem, involve measures or in English by providing a further sentence for them to demarcate or extend, or asking them to use a word in a different context, providing another example etc)
- If incorrect then support (model a correct method, give another example. Ensure that you know the difference between misunderstanding and mistakes.)
- Reinforce presentation standards and expectations
- For pupils who have not understood the morning lesson or have misunderstandings (often defined by ☹ in their steps to success) should be seen the same afternoon to try and address the problem
- All staff should be involved in marking and responding to children’s work
- It is not necessary to tell a child what their next lesson’s L.O. will be

All staff should be involved in marking, where the teacher is not marking it should be initialled by the member of staff marking the work.

Symbol	Explanation	
😊	LO achieved (straight face for partially)	
✓	Correct	
✗	Incorrect	
✓✓	I'm really pleased with this	
}	Revisit and correct this section	
^	Something is missing, correct	
abc	Presentation needs improving	
👁️	See the teacher	
E	Write an explanation for this Eg. E, (means explanation on how to use commas) E odd (means explanation on odd numbers) etc.	
F	This work needs finishing	
I	Independent work	
VF	Verbal feedback given	
English		Spelling
		Finger space needed
		Backwards letter
	In addition <ul style="list-style-type: none"> • Correct symbol for punctuation (. , : " etc) • Abbreviation for technical words V = verb, T = tense, Adj = adjective	
Maths	M	Method is correct but a mistake has been made
	N ^o	Number

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