

# Hunmanby Primary School

## Marking and Feedback Policy

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<i>FGB Finance</i>			
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### **Aim of the Policy**

The main aim of this policy is to provide a consistent framework for use in the assessment of children's work, underpinning the necessary age- and subject-related variations which occur throughout school.

### **The Core aims of the marking of children's work are:**

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work.
- To allow children to build up a realistic picture of their strengths and areas of development, and therefore to foster a culture whereby it is alright to make mistakes, but then good to learn from them.
- To evaluate whether teaching has been effective and inform the next step of planning.

### **A consistency of approach throughout school** is important in order to:

- Ensure that children's development is progressive and standards and expectations are shared and raised in all classes
- Ensure that strategies used are appropriate to the age and stage of the pupils in each year group.
- Enable teachers to develop children's learning in their own classrooms within agreed whole school guidelines which are shared and understood by all staff and pupils

### **Purpose of Marking and Giving Feedback to Children's Work**

It is important to mark children's work and give appropriate feedback as it:

- Is an important aspect of assessment process: both Assessment for Learning and Assessment of Learning

- Contributes to raising of standards and expectations
- Shares teachers expectations and satisfaction with pupils
- Informs children of their successes in achieving the learning objectives
- Keeps children focused on the agreed objectives.

### **Principles of Good Marking and Feedback**

Marking and feedback at Hunmanby Primary School will be:

- Positive - what rewards/incentives are given to acknowledge/celebrate achievements?
- Legible - is the adult's script providing a good role-model? Can the writing be read by the child?
- Understandable - are comments written in child-friendly, age-appropriate language?
- Developmental - do comments enable the child to improve?
- Focused - are comments directly linked to the specified success criteria?
- Consistent - are the same marking and feedback methods used each time so children are familiar with what it means?
- Worthwhile - is marking and feedback seen as part of the learning experience?
  - Use of knowledge organisers: Knowledge organisers will be annotated appropriate to the key stage.

### **Strategies to be Used in Marking and Feedback**

Wherever possible, work should be marked in the children's presence with discussion of improvement points and time given to work on them. However, this is not always possible so work is also marked at an alternative time. Where this happens, marking should be:

- Accessible to the children and manageable for teachers
- In line with the guidance of the agreed Marking & Feedback Policy
- Acted upon by the children, with time allowed for understanding of the comments to be checked and a focused improvement to be made in the work

There are various types of marking, and each will be used as appropriate to the focus of the lesson or piece of work.

#### **Secretarial Marking:**

- Focuses on features such as spelling, punctuation, grammar related to the objective of the lesson.
- Should only highlight features children have been asked to pay attention to (the specified Success Criteria and age-related non-negotiables)
- Leaves some aspects of writing unmarked, but these will be marked over time in other pieces of work
- Can be annotated using standard codes/symbols which are consistent throughout school (see Appendix 2 for agreed symbols to be used)

#### **Developmental Marking:**

- Used mainly for independent writing.
- Emphasis is on success against the Success Criteria and improvement needs against the Intended Learning
- Can be written or verbal or both
- Consists of focused comments on E1- spelling punctuation, omissions of words, E2- Rewrite a sentence to improve it, E3- Reimagine a sentence or sentences.

#### **Self Marking (KS2):**

- Time should be allowed before the plenary to allow children time to mark and self-evaluate their work (knowledge organisers)  
Children evaluate their own work wherever possible against the Intended Learning and Success criteria.
- Time is allowed for corrections to be made once misconceptions have been addressed in the plenary
- Self-marking should be completed using a contrasting colour (green pen)

### **Efficient Organisation of Marking and Feedback**

These points should be considered when organising when and how marking and feedback will be completed:

- Registration time can be used to allow children to act on the improvement points given in the developmental marking and check understanding
- Children can be encouraged to self-mark where possible
- When class discussion takes place, feedback can be given orally.
- Children need feedback on their work, but flexibility is important, depending on the nature of the task and the time available
- Children need to be taught how to mark their own work or take part in shared or paired marking eg the write stuff, spelling tests.
- Children need to be introduced to and become familiar with the symbols and conventions used throughout school

In different subjects we use a range of marking strategies including:

Morning work, live marking, verbal feedback, developmental marking, secretarial marking and the traffic light system for Maths.

### **Monitoring and Evaluation**



The procedures set out on this policy will be monitored through regular work scrutiny by the Leaders.

This policy and procedures will be reviewed annually.

Appendix 1

## MARKING CODE

<b>D</b>	I have discussed my work with my teacher. (KS1 and KS2)
<b>Sp</b>	I have a spelling to correct. (KS1 and KS2)
<b>P</b>	I need to check a punctuation mark (full stop, capital letter, inverted commas, apostrophe, comma, paragraph break.)
<b>?</b>	I need to check something to make sure it makes sense.
<b>✓</b>	This answer is correct.
<b>X</b>	I have a correction to do.
	There is a grammar correction to make. (Y5/6)

G	
	<p>These are my next steps in learning (Independent write) (KS1 and KS2)</p>
*	<p>One thing the child has done well (EYFS)</p>
	<p>Next steps in learning (EYFS)</p>
<p>Objective stamp</p>	<p>Stamped in books in lessons except English and Maths.</p>