

Hamilton Primary School



Feedback and Marking Policy

Agreed: February 2024

Review: Annually

Overview

The purposes of this policy are to inform and share expectations with all adults so that there is a clear and consistent approach to marking and feedback across the school. Marking should serve a single purpose – to advance children's progress and outcomes. Research shows that the marking of work away from the children as a means to improving their learning is less effective than marking with them. We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the children and teacher in relation to any particular piece of work. Adults are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of adults.

Motivating: Marking should help to motivate children to progress. This does not mean always writing in-depth comments: often short, challenging comments or oral feedback during the lesson are more effective.

Aims of the policy:

- Provide an agreed strategy to marking and feedback.
- Raise attainment and maximise progress for all children.

Objectives:

- Children's work marked in line with the policy.
- To ensure that all children have feedback on their work in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.
- As a result of this policy there will be consistency in the way that children's work is marked across the school.

The Principles That Guide the School's Approach to Feedback and Marking

Feedback and Marking should:

- Be manageable for the team and accessible to the children.
- Relate to the learning objective.
- Involve the team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs, taking opportunities to feedback face-to-face.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The effect of feedback on attainment

Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning. This is applicable to all areas of the curriculum.

The methodology of marking children's work

The following are acceptable examples of methods of feedback and marking.

Summative feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, may also mark this.

Formative feedback / marking

All pieces of work should be acknowledged (through the use of a tick), however not all pieces of work need to be marked at length. Adults will decide whether work will simply be acknowledged verbally or given detailed attention. When marking, adults should focus first and foremost upon the planned outcome for the lesson.

Aspects of spelling, punctuation and grammar should be acknowledged in all subjects, where appropriate.

Children's response to the comments

Peer Marking and self-evaluation

- Where appropriate, children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment. They should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children act upon feedback given within all Key Stages and this can be seen within the books with purple pens being used for edits by the children.
- All children should sometimes be encouraged to self-evaluate, and older children should be encouraged to identify their own successes and look for an improvement point. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement, based on the planned outcome of the lesson.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply. The following guidance is in addition to the requirements of this policy.

Maths

In Maths, marking should seek to identify misunderstandings that need to be addressed and ascertain readiness to move on. Where appropriate, work should be marked with modelling of the correct method.

English

Where appropriate, work should be marked. Adults will aim to emphasise and praise a successful aspect of the piece and identify an area for improvement.

Children should be given the opportunity to self-evaluate the planned outcome of a lesson using an age appropriate method.

Practical Subjects

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of feedback and marking should be applied.

Foundation Stage

In the Foundation Stage, verbal feedback (VF) should be given during and after adult led activities and after independent activities when appropriate. Pink highlighter should be used to indicate where the child has met the planned learning outcome and green highlighter should be used to show the area that the child should work on next. Children should regularly be asked which areas they are pleased with and which areas they would like to improve.

Key Stage 1

English:

During the lesson where appropriate:

- Highlight in green indicates, at the beginning of sentence or for proper nouns etc, where a capital letter is needed or it is in the wrong place.
- Incorrect spellings highlighted in green and then correct spelling written above the word (as many as appropriate for that child) or in the margin.
- / (in green highlight) - leave finger spaces between the words.
- Effective elements of a piece of work will be highlighted in pink.
- VF - Verbal Feedback given

Maths:

- Incorrect: . (a dot) by the incorrect answer
- Correct: ✓ (a tick)
- In some cases the adult will model the correct solution to an incorrect answer.
- VF - Verbal Feedback given

In Key Stage 1 the following code is also used:


AS – Adult Supported

Adults use a 'blue' pen to mark.

Key Stage 2

During the lesson where appropriate:

English:

- Spelling mistakes in a piece of work are highlighted in green, appropriate to the individual child's needs. The correct spelling should be written either above the word, in the margin or left for the child to correct independently.
- Correct punctuation is given where appropriate or a O (circle around area of punctuation) is written.
- New Paragraph: //
- O (circle) around a word or a wiggly line under a sentence/phrase if it does not make sense.
-  - to show a word needs to be inserted.
- Where appropriate, effective elements of a piece of work will be highlighted in pink.
- Children will edit/correct work in a purple pen

Maths:

- . (a dot) or circle round the incorrect answer
- Correct: ✓ (a tick)
- In some cases the teacher will model the correct solution to an incorrect answer.
- Children will edit/correct work in a purple pen

Adults use a 'blue' pen to mark.

This policy links to the Assessment Policy. Because of its changing nature, the marking policy will be reviewed at least annually to ensure that its practices are still current and meaningful.