



Marking and Feedback Policy

This policy gives guidance to staff on the purpose, types and frequency of feedback and marking. Responding to pupils' work through effective, timely feedback, acknowledges achievement, promotes positive attitudes, and leads to an improvement in standards.

Feedback is effective when:

- learning objectives are clear and shared.
- pupils understand what is required of them to be successful.
- pupils' work is assessed against clear, planned learning objectives.
- misconceptions and specific points for development are identified in pupils' work and targeted in future planning.
- teachers check that feedback is understood and acted upon (pupils are given time to do so).
- language used is clear and understood by pupils.
- is carried out regularly and in a timely manner.
- involves the pupil in reflection and review.

Feedback and Assessment

- Feedback should be positive and constructive, focussing on success, and identifying how to move the child forward with their learning.
- 'Live marking' is essential so that feedback is at the point of working and can be acted upon immediately. The benefits of live marking are:
 - Misconceptions can be picked up before they become embedded and corrected.
 - Teachers can ensure pupils respond to feedback.
 - Presentation can be monitored throughout the lesson.
 - Grammar, spelling, and punctuation errors can be picked up and corrected.
 - Children can be constantly reminded about expectations and praised for their effort and achievements.
 - Exemplary work can be shared both at the start, during and at the end of lessons.
 - It reduces teacher workload.
- We recognise that it is not always possible to give feedback to all children within the lesson and some will need to be marked afterwards. Where this is the case, books should always be marked before the next lesson of that subject.
- In English and maths, whole class feedback will be used, feeding back to children at the beginning of the next lesson, in a consistent manner. WCF sheets should be kept in a folder (physical or digital), easily accessible to other adults working in the classroom.

- The marking of children's work should be used as formative assessment and used to inform future planning and target setting (assess, analyse, plan).
- Misconceptions or errors will be identified by the teacher, and corrected by the pupil, but discretion will be used to choose the most important errors, so as not to overload the student. The level of independence in correcting errors will depend on the pupil's age and level of attainment.
- In all subjects across the school, work will be assessed on the child's achievement towards their learning objective.
- Work will be marked in a contrasting colour (green).
- Marking can be done by the teacher alone, the teacher alongside the child, the child alone, other children (response partners), or support staff. But all written work will be acknowledged by the teacher. (Minimum requirement – teacher's initials and date).
- Written comments are useful when the child understands them and is given time to review and respond to them. This may take the form of a 'stretch activity' where a pupil has fully met the learning objective.
- The agreed correction symbols will be used throughout the school.

Agreed marking code:

For consistency in marking staff are required to follow this marking code:

Staff will:

- use a green pen for marking.
- initial and date all pieces of work.
- use part or full triangle to inform all children on achievements against learning objectives across the school.

Pupils will:

- use a purple pen to correct their work or respond to marking.
- be given time to respond to whole class feedback or teacher comments, including marking codes.

Marking Codes	
Learning objective met.	
Learning objective partially met.	
Learning objective not yet met.	
Spelling error	 sp in margin
Punctuation error	 p in margin
Look again	
Missing words	
Correct answer in maths	
Incorrect answer in maths	
Independent work	I
Supported work	S

Presentation

A high standard of presentation is expected across all curriculum areas. Every child will be encouraged to present their work as well as they can. Regular daily practice in handwriting across all year groups will enable children to achieve higher standards in presentation.

If there is a special educational need, the use of ICT may give additional support. All pieces of work should have:

Date (Short date for maths and RWI; long date for all other subjects)

L.O. or LQ (underlined with a pencil and ruler)

The school handwriting style (Nelson) should be used at all times. Teachers are expected to model this. Writing in all subjects should be in black pen. Drawings, tables, or lines, in pencil.

Presentation stickers will be awarded for improved presentation.

Monitoring

The response to children's work will be monitored on a regular basis by the leadership team, lead teachers and subject leaders, taking a selection of work from each year group. Samples of work will be moderated on a regular cycle to ensure continuity and compliance to the school's feedback and marking policy.

Parental Involvement

Parents will be made aware of this policy and the symbols used in responding to children's work.

Responsibilities

All teaching staff and support staff employed at Parklea Primary School are aware of this policy and are expected to follow its guidelines.

Created: July 2023

Review as required.