



Wombridge Primary School

Marking Policy

Date: January 2016
Review: January 2018

Policy on Marking and Feedback

1 Introduction

- 1.1 At Wombridge Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:
- show that we value the children's work, and encourage them to value it too;
 - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
 - give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
 - offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
 - promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
 - share expectations;
 - gauge the children's understanding, and identify any misconceptions;
 - provide a basis both for summative and for formative assessment;
 - provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
 - Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
 - Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
 - The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
 - Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
 - Comments will focus on only one or two key areas for improvement at any one time.
 - Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
 - Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
 - For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
 - Feedback may also be given by a teaching assistant, or through peer review.
 - Group feedback is provided through plenaries too, and in group sessions.
 - Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
 - Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the marking policy

- **Setting out of work:**

- The date is written at the top left hand side of the page – short date for all of KS1 and KS2 Maths and Science, long date for KS2 Literacy and Topic.
- The Learning Objective is written at the top of every piece of work (for KS1 or LS children these may be stuck in the book rather than written)
- Work is marked with a coloured pen, in a different colour to the child's work.
- Children should not use rubbers – in KS1 (or KS2 children using pencils) mistakes will be circled / put in brackets and corrected above/beside the error. In KS2 (children using ink pens) children will put brackets around the error and write the correction above/beside the error.
- Children in KS2 may need to be given time to make corrections to work and respond to teacher comments.
- Work should be marked to reflect the pupil's attainment of the Learning Objective which is stated at the top of the piece of work. Not every error in a piece of work will therefore be noted, and it will be extremely rarely that all symbols in this marking scheme will be used; indeed some will be used very infrequently
- The use of symbols is also dependent on the age of the pupils and will not be appropriate for the youngest children. However, when errors noted below are marked in a child's work the following symbols should be used:

Written Work:

Sp (in margin) - there is a spelling error underlined – KS2 only – write correct spelling out 3 times

Sp (above word) - this word is spelled incorrectly – KS1 – write correct spelling out 3 times



- Punctuation error (e.g. lower case letter circled when a capital should have been used)



- Edit this section



- New line/paragraph



- incorrect answer – please correct



- answer corrected



- Independent work

- Children in KS2 may need to be given time to make corrections to work and respond to teacher comments.

→ Next Steps indicated



- Group work



- Support given



- Remember



- Target achieved



- Target on track



>0 (KS1) - Teacher marked work with pupil, and discussed (no written feedback given)



- Good: Well done

Supply / other teachers

If work a lesson is delivered by someone other than the usual teacher, e.g. a supply teacher, that person should mark the work and initial or sign the bottom of the page.

5 Monitoring and review

5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.