



Woodgate Primary School



Woodgate Primary – Marking and Feedback Policy

Revised by staff Summer Term 2021.

Ratified by Governors September 2021

Next Review – September 2023

‘Marking and Feedback’ includes any responses to a pupil’s work. This may be verbal or written.

Purposes of Marking and Feedback.

- The main purpose of feedback and marking at Woodgate Primary School is to ensure that pupils make good progress.
- To recognise, encourage and reward pupils’ effort and achievement, and celebrate the success.
- To provide a dialogue between teacher and pupils and give clear appropriate feedback about strengths and weaknesses.
- To indicate how a piece of work could be corrected and improved against assessment criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To aid curriculum planning.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and pupils and the outcomes need to be fed back into planning.

In our school the following strategies are used to give our children effective feedback for learning:

- Verbal feedback – this may be to an individual, group or whole class
- Written symbols and comments
- Self-marking
- Peer marking

Marking will be effective when

- It is manageable
- It relates to learning objectives and success criteria which are shared with and understood by the children
- Teachers focus on certain aspects of the work, not attempting to assess everything
- Children are given time to reflect upon and respond to teacher feedback



- It is given promptly and regularly to children
- The language used is consistent, unambiguous and appropriate to the child's maturity
- Children understand their achievements and know exactly what they must do next to make progress
- There is a consistent approach throughout the school

Marking with the child

Although this is not always possible it is recognised as a very effective way of marking

- If the work has been discussed with the children the letter 'D' (discussed) will be used

Distance marking

This takes place after the lesson, away from the child. Green highlighters are used to identify areas that meet the LO and pink highlighters to identify areas that need development.

Detailed written Feedback will only be provided to individuals if their misconceptions and errors require individual support and will be:

- Legible, clear in meaning and marked in **GREEN**
- Developmental, i.e. children will find out how they are getting on and what the next learning step will be (written feedback is wasted if children aren't informed by it and can't make progress as a result of it)

Throughout the school, additional symbols are used to indicate punctuation, spelling, full-stops, capital letters, missing word and grammar errors – see Marking Key.

If a number of children fail to fully achieve the lesson objective then feedback will be given.

Class feedback

Class feedback will support assessment for learning and support staff workload. Teachers will complete a class feedback sheet which will identify success and a focus for whole class feedback. Feedback time will be provided at the beginning of the next lesson. Work that responds to class feedback will be marked with a CF symbol and will be written in red biro by the children. This will clearly indicate whole class assessment for learning.



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Self and paired marking

We want children to develop as independent learners and in order to do so there will be some occasions where they mark their own or other children's work. Children will follow the same system as the teachers but will use a red biro.

Peer marking involves children working together to identify success and a place for improvement.

Children will use editing flaps over the original piece of work to identify work that has been up-levelled and/or edited for improvement.

Children may be asked to use a traffic light system to self-assess against their own performance.

Supporting children with SEND

Teachers and teaching assistants will support children to understand the marking and feedback. They may also be supported to complete class feedback tasks. These may be adapted to meet the needs of the child. Where possible children with SEND will receive their feedback from the adult while they are working.

Who marks pupils' work?

Teachers, Teaching Assistants and teaching students may mark pupils' work. It is the responsibility of the class teacher to ensure that TAs and students know the school guidelines and marking key and follow them closely to ensure that marking is of a high standard.

The marking key will be displayed in every classroom so that it is accessible to staff and pupils at all times.

Monitoring

Regular monitoring by phase leaders and the SLT will ensure that marking takes place in line with the policy.

Review

The marking policy will be reviewed every 2 years to ensure that it is effective and continues to reflect best practice.