

MARKING & FEEDBACK POLICY

Stubbins Primary School

This policy complements the Teaching and Learning policy at Stubbins Primary school. It is a vital component in maximising the full learning potential of all our children.

Principles

- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults
- All adults working with children should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral, for example in Year 1 verbal feedback will be marked as 'VF' and a symbol to highlight the focus
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Children will be given opportunities to respond to marking and feedback as soon as possible, where this is beneficial
- Feedback identifies where children have been successful in their learning with the occasional highlighted 'golden nugget' in independent writing and areas for editing, improvement or extra challenge using the editing program, E1, E2 and E3 in Key Stage Two.
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's abilities
- It should also take into account children's personal targets and their progress towards these and a highlighted box may be used to indicate next steps and prompts for improvement
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, feedback is given to individuals/ groups/ whole class to address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.

Marking Strategies

Approaches:

- **Verbal feedback (VF)** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. Adults may make notes on the work about what the feedback was given for e.g. VF full stops however, this may not always be necessary
- **Live Marking** – this can take the form of verbal or written feedback and is given during learning time in the presence of the child and the feedback made should be noted.
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors. When distance marking, the following should be taken into consideration:
 - Can the children read and understand the comments or have the comments been explained?
 - Are comments spelt correctly?
 - Has the school handwriting policy been followed when writing comments?
- **Symbols and Codes**
 - A word underlined means there is a spelling error and children should write it correctly 3 times.
 - A tick means evidence towards the learning objective.
 - Two ticks shows a 'wow' moment of learning
 - An arrow demonstrates a missing word within a sentence
 - 'S' indicates that the child has been supported by an adult (whose initials should be indicated next to the 'S')
 - 'VF' should be indicated, and initialled, if the child has been spoken to verbally about their work.
 - KS2 only: E1 (the revise): teacher should indicate a number of errors that the children should find within their writing (spelling, missed words, punctuation)
 - KS2 only: E2 (the rewrite): LKS2 - teacher should indicate a sentence that the child could improve; UKS2 – children should independently find a sentence to improve
 - KS2 only: E3 (the reimagine): teacher should identify a place where the child can add more sentences to develop an idea further

Expectations:

- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do IMMEDIATELY to improve the piece of work and NEXT to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for development.
- Where a TA works with a child on a 1:1 or regular basis, the work will be checked by the teacher.

Approved by:

- Headteacher
- Governing Body

Policy to be reviewed Feb 2024