

MANOR ROAD PRIMARY SCHOOL



# MARKING & FEEDBACK POLICY

May 2022





**Manor Road Primary School**  
**Marking & Feedback Policy**

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Manor Road Primary School

## **MARKING AND FEEDBACK POLICY**

### **INTRODUCTION**

In writing this document we aim to describe the purposes and nature of responding to children's work at Manor Road Primary School.

This policy reflects the school's aims and values and philosophy in relation to marking and responding to children's work. It sets out a framework within which teaching and support staff can operate and give guidance to the children.

### **AUDIENCE**

This document is intended for all teaching staff, including the Headteacher, all staff with classroom responsibilities, supply staff, school governors, parents, inspection teams and support services. A copy is available on the school website.

### **AIM**

To contribute to pupil achievement, self-confidence, pride and ownership of their work.

### **PRACTICE**

The response to children's work should be positive without 'glossing over' problems. The school recognises the need to consider the balance between challenging and demoralising children. The role of member of staffs is to help our children learn. Children should be encouraged to accept the fact that "*we all make mistakes and can learn from our and from each other's*". A positive attitude will be engendered at all times in open discussions.

In order to encourage and avoid destroying a child's confidence, member of staffs will avoid marking every single mistake. It is better to pick out the most relevant mistake for the particular child so that this may be used for future reference. A mass of symbols over a piece of work would totally bemuse most children and offer no benefit. Marking should be sensitive to the needs of the child.

For a child who makes many mistakes, it is good for him/her to see what a perfect copy of his/her work looks like. Occasionally the member of staff may write out either a whole or part of a piece of work for demonstration purposes.

Good practice should be noted and highly praised, including awards, merits, Dojos and certificates. Staff will also use stickers and verbal praise to respond positively to children's work.

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children.

Marking should encourage children; therefore the staff member's response is very important. There is a need to value what has been achieved in relation to what was demanded of children. Thus, in English, as well as showing concern for spelling, sentence structure, punctuation etc., this should not obscure the key focus.

Marking should help children avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the child.

The marking of children's work should help future planning and should become the main vehicle for communicating assessment to the children.

Marking should provide a means of evaluating the lesson for the member of staff.

### **CODES AND SYMBOLS**

Day to day marking will involve the use of marking codes:

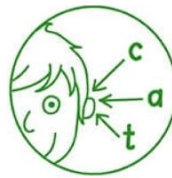
OA	Objective Achieved
OPA	Objective Partly Achieved
ONA	Objective Not Achieved
H	Given Assistance
VF	Verbal Feedback Given

Mistakes worth noting will be identified through other symbols.

### **EYFS and Year One**



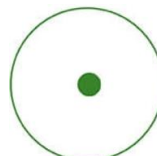
Capital Letter



Sound out carefully



Finger Spaces



Full Stop



Letter Formation



Check Punctuation

## **Year Two and Key Stage Two**

— Incorrect spelling

^ Missing word

□ Punctuation error

// New paragraph needed

✓ Correct answer

X or • Incorrect answer

o Other mistake

All symbols and codes are to be clearly explained to children and parents (see Appendix 1).

## **FEEDBACK**

At Manor Road Primary School we embrace the principles of assessment for learning which involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using marking and feedback strategies.

Feedback has a large impact on learners' confidence and enthusiasm – it should be as constructive as possible (Assessment and Reform Group 2002).

We believe that sharing learning objectives and success criteria should provide the focus for feedback from staff as well as peer and self-assessment.

We understand that learners need information and guidance in order to plan next steps in their learning.

At Manor Road Primary School staff will:

- Pinpoint the learner's strengths and advise on how to develop them
- Be clear and constructive about any weaknesses and how they might be addressed
- Provide opportunities for learners to improve upon their work

We acknowledge that feedback is best if it focuses on the learning intention of the task and is given regularly while still relevant.

## Oral Feedback

Oral feedback is an extremely powerful form of feedback.

Responding to children in a whole class setting by giving right or wrong answers is a necessary aspect of teaching, and children need to know this. We also put a lot of emphasis on questioning and delving.

One model for oral feedback which we use at Manor Road is whole class or group marking of a piece of work. The member of staff takes the lead but invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling. Children can then progress to marking themselves.

Marking face-to-face with one child is very difficult in a class setting; however we aim to mark alongside children in guided groups when appropriate.

Member of staffs often write down improvements to work due to feedback discussions.

## Written Feedback

We believe that quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress.

Feedback sets the child's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts.

It provides positive feedback and promotes high expectations and progress linked to the main learning objectives.

Pink highlighted marking indicates a strength in a piece of work  
Green highlighted marking indicates an area for improvement in a piece of work  
These highlighted elements will be supported by member of staffs' comments.

Pink and Green marking will be used for independent English pieces and other pieces at the teachers discretion.

The improvement prompt is vital to moving the child on in their learning. We will use three types of improvement prompt:

- The **reminder** prompt – a reiteration of the learning intention
- The **scaffolded** prompt – the member of staff decides what she would like the child to write, then giving the opportunity back to the child to practice
- The **example** prompt – this models a choice of possible improvements, but asks if the child has an idea of his or her own

Our marking will include:

- providing opportunity for prompt and regular written or spoken dialogue with children
- constructive suggestions about ways in which the child might improve his/her work
- agreed steps for the next child
- follow-up from the agreed targets with children to see how far they have achieved them

- comments on specific, positive aspects of work
- recognition of effort as well as quantity; not in a vague way, but linking effort to specific skills or understanding
- praise and comments focused on the learning objective

Staff will give children time to act on the feedback they are given.

Children in Key Stages 1 and 2 will mark, correct and edit their work and respond to feedback in a red pen when the class member of staff judges they are able to do so.

All member of staffs will mark work using the agreed marking codes (see Appendix 1)

### **SELF-MARKING/PEER MARKING**

The school encourages children to check work before presenting it. By asking children to trial spellings on their own before consulting the member of staff, their problems or skills are made evident.

Each class will agree a set of non-negotiables that children must follow in relation to spelling, punctuation and grammar. These may be differentiated for individual children, however in general these are key elements which children are expected to include in their work without error.

Peer marking is used for mechanical marking e.g. tables tests when appropriate. It is also used in as an element of assessment for learning. Children will be encouraged to use the same symbols and structures in peer marking as staff.

All members of staff are expected to complete lesson feedback sheets at the end of each lesson.

These highlight the next steps for children.

### **MARKING WORK OF CHILDREN WITH SEN – WITH PARTICULAR REFERENCE TO SPELLING**

It is particularly important to limit the number and nature of errors marked, to encourage rather than punish. Spelling errors, for example, should be as appropriate to the child as possible – did he/she have trouble reading the same word recently; was it on his/her spelling list recently; has the member of staff noticed patterns of error in mis-spelling? The member of staff should be aware of what the child should be able to spell, but also sympathetic towards the weak speller who finds it hard to proof read his/her own work. Allowance should be made for inevitable slips when writing under pressure and for handwriting errors.

This policy will be reviewed as necessary. Monitoring of marking and feedback will be done in line with the monitoring and evaluation schedule (see Monitoring and Evaluation Policy).

Policy written by: Karen Marshall  
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