

# **Midsomer Norton Primary School**

## **Marking and Feedback Policy**

**November 2021**

This policy should be read in conjunction with the trust's Assessment and Reporting Policy and both the trust's and the school's Teaching and Learning Policies.

### **Principles:**

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Marking and feedback must be an effective use of the teacher's time. Marking which has no impact on learning is to be avoided.

### **Who is involved:**

Leadership Team: monitoring, evaluation and INSET

Teachers (including PPA, Supply and Trainee): giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Learning Support Staff: marking in line with Marking Key

### **Guidance for marking by teachers:**

Teacher feedback and marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to respond to the feedback
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- feedback is most effective in the presence of the child. Feedback could be individual, in groups or to the whole class.
- Common and repeated mistakes should be identified, corrected (by the teacher or the child) and learnt.
- Children should be given time to reflect and improve in response to feedback
- effort should be acknowledged alongside achievement

- Targets/ WALTs should be referred to by staff and children through the marking and feedback process

## **Marking and Feedback**

- Teachers are discouraged from writing lengthy individual comments. It is much more effective to summarise key feedback for the whole class and give examples of how work can be improved. This should be done visually eg using the visualiser, flipchart or a prepared slide.
- Feedback will focus on the lesson's main learning objective but should also identify how to correct, improve and move on learning.
- Individual marking should be limited to use of a pink highlighter to highlight successes and a green highlighter to highlight areas to improve. If teachers do need to correct eg key spellings/ maths calculation, green pen should be used. Particularly ambitious vocabulary will be acknowledged with a gem sticker. Teachers may use symbols to indicate the nature of an error but should use those on the agreed marking key.
- In whole class feedback, teachers emphasise the positive aspects of a child's work to maintain their motivation.
- Work is marked promptly and discussed with the child where possible.
- Teachers and children use symbols ○ □ △ to assess/self-assess in maths.  
○ = I don't feel confident, □ = I need more practice, △ = I get it.
- Children need to be given time to respond and improve work.
- It is not always appropriate or useful to feedback on every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed with a tick.
- Teachers must follow up children's response to feedback and make sure corrections are made and expected improvements are lasting. E.g Numbers written the wrong way should be addressed and followed up. Small improvements lead to bigger ones!
- Marking in maths should not be onerous, and ideally carried out within the lesson with an emphasis on self marking, but focused on learning from children's mistakes and boosting confidence where necessary. Scores should not be shared. This creates a high stakes environment and negates the positive impact of feedback.
- Where children respond to feedback and edit and improve their work, this should be done in red pen.

## **Guidance for Peer / Self Assessment:**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria.

There should be clear modelling and training of children in how to peer and self assess meaningfully, and time should be planned into lessons to make improvements.

## **Expectations**

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

## **Alternative Ways of Sharing/Celebrating a Child's Success**

- openings of lessons
- mini-plenaries e.g. Why is this good? (Refer to success criteria)
- plenaries and use of visualiser
- Celebration Assemblies
- Achievement Awards
- WOW Display

## **Monitoring:**

Feedback will be monitored by senior management through taking in samples of books, through lesson observations, interviews with children and learning environment walks.