



Abacus Primary School

Marking and feedback Policy

Written By: Abacus Primary Teaching Team

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The Purpose of this policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Introduction

All children need their work marked in a way which helps to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be consistency in the way children's work is marked across the curriculum.

Aims and Objectives of regular feedback:

- To reward children for achievement and progress- so that children know whether they have been successful or not.
- To enable the children to make continued progress by providing clear next steps in learning, as and when this is appropriate.
- To ensure that marking is linked to learning objectives and success criteria.
- To develop self-assessment and involve the children in their own learning
- To highlight and address misconceptions or need for improvements in an age appropriate way and using age appropriate vocabulary.
- To standardise the way teachers mark work in an agreed format so children can become used to one system.
- To ensure common mistakes are corrected and modelled to ensure they do not continue to make these mistakes e.g. misspelt words, sentence structure etc...

General Principles

- All adults will feedback to children using green pen and children will respond using purple pen.
- All adults will write using cursive handwriting.
- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers should provide individual feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.

- Marking comments should be linked to learning objectives and success criteria from the lesson.
- Marking should be used to inform teachers' judgements concerning children's progress and to inform teachers' ongoing assessment and reports.
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for that individual e.g. sharing the work with the class, asking the child to show other staff members, Great work assemblies.
- Children should be as involved in the marking process as possible. They should have access to the marking criteria and understand the meaning of the marking they receive.
- Marking practices and procedures should be in keeping with the school's overall policy on Assessment and in keeping with the wide range of ways in which the school recognises and celebrates children's achievements.
- Spellings and grammar will be corrected at an age appropriate level.
- It will be recorded in children's books when they are absent, ensuring the learning objective and date clearly shows what the child has missed.
In topic work, key vocabulary will be corrected.
- Where writing opportunities are planned outside of English lessons, feedback will be in line with our English expectations.
- In line with our Art policy, work in sketch books will not be marked.

Procedures

The following agreed procedures for marking work will be applied by all staff:

- Children's work will be marked as soon as possible after completion, preferably in the presence of the child. Where a child has made misconceptions the adult will provide a model, to support the child's correction process.
- Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided. Children's corrections/responses will be in purple pen.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- When correcting maths work, corrections will be written separately by the children in purple pen
- Individual verbal feedback during a lesson will be indicated by VF.
- Sometimes symbols will be used in marking, these will be displayed within the classroom, so that all children can reference these codes. A copy of these can be found at the back of the policy.
- During peer feedback sessions, children will write on a post it note or record the feedback in their own book. Children will not write in each other's books.

Presentation


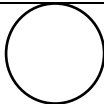

- Sheets will be cut down, so that they can be stuck in on one page and not folded.
- The date and learning objective will be written on every piece of work. (For younger children these will be typed and stuck in by the classteacher or child).
- In preparation for KS2, dates and learning objectives will be underlined, using a ruler (In the Summer term in Year 2).
- In KS2 the short date will be written in Maths and Art books.
- In KS2 Maths books there will be a margin of 3 squares.
- In KS1 the long date will be written in English.
- In Sketch books the short date will be written.
- In French, the date will be written in French.
- Years 2,3,4,5 and 6 will use handwriting pens in handwriting books.
- Children in Years 5 and 6 will use handwriting pens in all books (except Maths)

Monitoring and evaluating this policy

- This policy will be monitored through further consultation with all staff, annually each September, as part of the school development day.
- Children's workbooks will be monitored by the SLT group and subject leaders, regularly, choosing random children from the register. They will provide written and verbal feedback to individual members of staff.
- Where appropriate, senior leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.
- Subject leaders will monitor subject specific marking as part of their monitoring role.



Marking Codes

	praise, well done
?	check
VF	verbal feedback
G	check your use of grammar
T	check your use of tense
^	missing word (in the margin or indicating which paragraph it is in)
	indicates error in work or check punctuation
	Finger space reminder
P	check your punctuation
C	capital letter needed
//	new paragraph needed
HP or hp	house point
sp	check your spelling (in the margin or indicating which paragraph it is in or underline wrong word with sp or correct spelling) *age appropriate
➔	next step
.	error- check your answer
.	Working towards the learning objective (not achieved) (Next to Learning objective)
✓	correct

✓	Learning objective achieved (Next to Learning objective)
WS	with support
Ⓘ	Work completed independently.

Stampers or stickers might be also be used to celebrate achievements.