



Date	September 2020
Written by	Rose Learning Trust
Review Date	September 2021
Version	V

**Owston Park Primary Academy**  
**Marking and Feedback Policy**  
**September 2020**

### **1.0 Rationale**

Effective marking of children's work forms the basis of teacher assessment in the classroom. Through effective marking and feedback, progress can be tracked and planning for further learning can be developed for individuals, groups and classes. Marking and feedback should always be linked to the Learning Objective so that it becomes a means of helping the learner to know what to do in order to improve and should help him/her to become increasingly involved in monitoring his/her own progress. Children can also begin to make links between different areas of learning.

### **2.0 Aims**

The aim of the Marking and Feedback Policy is to provide a shared set of strategies that can be used and understood by both the staff and the children, in order that next steps in learning can take place. A further aim is to involve children as far as possible in the marking of their work, so they can understand where they are now, where they need to be and how to get there.

### **3.0 Objectives**

- To value the work of all children and celebrate steps in learning, no matter how small
- To mark and feed back sensitively and constructively in order to maintain the self esteem of the children
- To provide information to teachers, enabling further steps in learning to be planned
- To provide information to children, to help them understand what they can learn and do and what they need to learn and do next
- To provide a consistent system throughout Academy, so that transition between classes and teachers does not hinder the quality of marking and feedback
- To provide information to parents about their child's learning
- To ultimately raise standards and accelerate progress

### **4.0 Strategies**

At the beginning of lessons, learning objectives will be made clear by the teacher and explicit links will be made to other areas of learning. During the lesson, a set of Success Criteria will usually be agreed so children have a clear idea of what they should achieve. Children will be asked to focus on these during any marking/feedback activity that takes place. During marking and feedback, a child's personal and curricular targets may also be considered. All the following strategies rely on effective pupil/teacher discourse to be truly effective.

One or more of the following strategies will be used to involve children more in the marking of their work. Strategies are chosen which best suit the ability and experience of the children. Teachers liaise with the child's previous class teacher so previous experience of feedback and marking strategies can be assimilated into further development. We aim for all feedback to be constructive, useful and focused, though we do recognize the need for more direct and blunt feedback for *certain* children at *certain* times.

- Marking secretarial features of work such as spelling and punctuation will be done regularly in *all* books, whether or not it is mentioned in the learning objective or success criteria. Spelling mistakes will be underlined and punctuation mistakes will be circled. If the frequency of spelling and punctuation mistakes is high, instead the spellings will be underlined that the children *should* know given their age and stage in learning, and a comment will be made about punctuation. If a child makes a mistake it will be neatly crossed out using a straight pencil line.
- Presentation is always a priority as we believe it is a reflection of a child's attitude towards their work.
- Highlighting success and improvement needs against the learning objective will be done as using coloured highlighters to indicate learning progress; green, yellow or pink highlighter rolled over the learning will indicate how successful a child has been.
- Comments or other written indications about success or for improvement related to the learning objective will be brief and completed in blue pen. Teachers should avoid descriptive summaries of where children have succeeded unless the feedback will contribute to further progress in successive pieces of work. Ticks will be used to indicate 'good' or 'correct' work. Children will respond in green or in a green box. The green box is for the teacher to clarify learning, set a challenge or for the child to demonstrate they can apply their learning in a mastery activity. A

**CHILD'S GREEN PEN WORK WILL ALWAYS BE CHECKED FOR ACCURACY.**

- Comments regarding individual pupil targets will be used where appropriate, even if not directly covered by the learning objective.
- Comments regarding presentation of work must be specific to the type of improvement required (eg 'ascenders' or 'finger spaces' or 'form your 'Bs correctly' etc)
- Time allocation for reflection and improvement is the most important part of this strategy and will be built into lessons regularly and made explicit to children.
- Group, shared and whole class marking will be used regularly to reduce the workload of teachers outside of the lesson.
- The Working Wall; a wall of work which displays all steps in the learning process. It begins with the Learning Objective and the input for the topic, then has examples of work from each stage of learning finishing with the final product, so that the learning process is clearly displayed to children and when they are asked to feedback they have a visual image on which to pin their ideas.
- Learning Questions; good quality questions, based on Bloom's taxonomy and highlighted in planning, to maximize learning through feedback.

Skills in marking and feedback are not caught randomly so have to be used **everyday**, in **every** lesson. They should not be restricted to plenaries at the end of the lesson but included during lesson the lesson as a teaching and learning strategy.

There is no minimum requirement for the amount or frequency of marking. All written marking and feedback should be a dialogue between the teacher and child only – so one knows what to plan and the other has a framework for how to improve. Books should never be prepared in advance for book

scrutiny. Teachers should only mark books to identify next steps for their children and to ensure that they can make progress. This progress will not be judged over one or two lessons but over series of lessons and across the year. Marking of maths books should be completed primarily during assembly time so that same day interventions can be implemented or opportunities for pre-teach identified.