

King Edward Primary and Nursery School

Policy on Marking and Feedback

Reviewed: February 2023

Next Review: February 2026

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Complies with Equality Act	✓
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Lead person	S Bridges M Vere
Signed	

1 Introduction

- 1.1 At King Edward Primary School and Nursery, we will take a professional approach to the tasks of marking work and giving feedback on it. Research shows that high quality feedback at the point of learning is one of the best ways to move learning on and to accelerate progress. The developmental stage of the child will be taken into consideration when given written and verbal feedback. However, all children are entitled to regular and comprehensive feedback on their learning whether verbal or written. Therefore, all teachers will feedback on work as an essential part of the assessment process. Teacher workload must be taken into account regarding decisions around marking and feedback.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they should improve their work;
- offer the children specific information on the extent to which they have met the lesson objective;
- promote self-assessment, whereby the children recognise their difficulties, use the prompts available to help themselves and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment to inform future lesson planning;
- promote high levels of literacy across the curriculum.



3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking relates generally to the lesson objective
- Marking comments are clearly visible to children, it is our policy at King Edwards to mark children's work in red pen.
- The child must be able to understand and respond to the comments made, and be given time to do so in green pen (Responding to Marking). Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child or the level of need of the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative. Symbols are used for each key stage and are placed where the child has achieved the LO well or where the work is particularly impressive. A prompt to where the child needs to make improvements in their work may be given. This is most effective with work in progress to allow the pupils opportunities to respond.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review. Group feedback is provided through plenaries too, and in group sessions and may use a visualiser to show the work.
- Teachers will note errors that are made by many children and use them to inform future planning. Consideration of elicitation tasks help the teacher to know where to pitch the level of challenge in a unit of work.
- Teachers will endeavour to provide feedback in a timely manner and this will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).



4 Implementing the marking and feedback policy

- 4.1 There are specific expectations for specific types of work, e.g. using a ruler when appropriate. These rules have been taught and will be on display. They make it clear what good-quality work in the subject is like. 'King Ed Expects Smart Work' shows the expectations for all pieces of written work and is differentiated according to each Key Stage.
- 4.2 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve and how to deepen the learning (mastery prompts), and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3 Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, e.g. CL for capital letters. A ✓LO achieved shows the pupil that they have achieved the learning objective of the lesson.
- 4.4 Wherever possible, teachers should establish direct links between oral or written praise and school rewards systems. Merits are awarded for effort and good work towards achieving the learning objective of the lesson in accordance with the behaviour policy.



- 4.5 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Green pen on work is seen as positive as the child sees where they have taken responsibility to improve their own work.
- 4.6 When appropriate, children may mark their own or another child's work but the teacher must always review this marking. Marking their own work is usually preferable to peer marking, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.7 Children should be encouraged to assess their work ahead of final marking, using prompts in the non-negotiables adapted for each year group. These prompts can remind children of the minimum level of expectation relating to punctuation, spelling and grammar and encourage common checks for them to make.
- 4.8 When a misconception has occurred, listening to a child explain the process of their thinking can be a valuable insight and will support assessment for learning to enable quality feedback to move learning on.
- 4.9 Teachers may comment on spelling and grammar to ensure high levels of literacy in all subjects. Errors in spellings (maximum of 3 with a focus on high frequency words) should be practised 3 times.
- 4.10 Feedback is given in live lessons using the VF (verbal feedback) symbol to support children in improving their work at the point of learning.



5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.
- 5.2 We will monitor the implementation of this policy through annual work scrutiny, lesson observation and pupil interviews in line with our monitoring policy.
- 5.3 This policy will be reported to parents via the school website.

MARK SCHEME

A	L.O. achieved (beside L.O.)
N	Placed in the margin on the line where a non-negotiable has been missed. Work not to be marked further until corrected.
I	Independent work
E	Edit prompt - where appropriate a comment to be provided to support the edit. Edits to be completed in green pen.
v	Verbal feedback
<u>whith</u>	Underline incorrect spelling. Teacher to write correctly and draw three dots for children to re-write 3 times.
✓	Work acknowledged
✓✓	Good work acknowledged
✓✓✓	Superb work acknowledged
●	Incorrect answer in maths.
GM	Guided Maths
GW	Guided Write