



Effective Marking and Feedback Policy

Rationale

St Peter's Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St Peter's Primary School. The 'Effective Marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At St Peter's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, every first draft of literacy work marked in detail and every piece seen and initialled
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the WALT/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the WALT

- Positively affect the child's progress.

Procedures

- KS1 write date, WALT (We are learning to), on stickers to be stuck on the top left hand side of each new learning. Year 2 will begin to follow KS2 DUMMLUM from Term 6. Steps to success are put into long pieces of work with opportunities to self, peer and teacher assess.
- KS2 use DUMMLUM (Date, Underline, Miss a line, Learning, Underline, Miss a line) when writing the date and WALT in all books.
- The long date will be written in English, Topic, Science and RE. The short date will be written in maths. Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the WALT and steps to success. Refer to these when giving written and verbal feedback.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the WALT and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know, starting with the high frequency words and followed with spelling patterns.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Deep mark English at least once a week. Teachers may highlight in green to show evidence where children have met NC curriculum objectives.
- Maths should be marked daily with a ● to show an error. A next steps question or word problem should be set at least once a week to ensure depth of understanding.
- Topic work (History, geography, science) should be marked each week. A positive comment and open ended question should be set at least twice a term.
- Religious Education work should have a next steps comment set based on the content of the lesson. If the lesson was mainly AT1, set an AT2 question along with a positive comment in the marking. If the lesson was mainly AT2, set an AT1 question along with a positive comment in the marking.
- Teachers Marking in Black
- TA's Marking in Blue. TA's expected to mark the groups they have worked with and feed back to Teacher.
- Children respond to marking in green.
- TA's to mark lessons covered for PPA.
- Supply teachers to mark all work delivered.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for older children:

Steps to Success Checklist	
WALT: To practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation	

3. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the WALT or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a purple pen, which is then initialled.

4. Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the WALT and success criteria. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*
- *An extension prompt – e.g. "Tell me more about ..."*

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

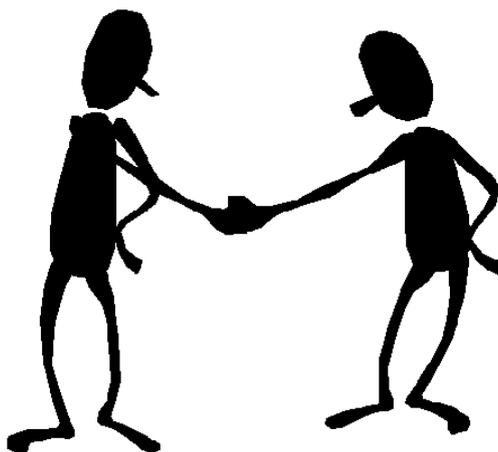
Appendix 1

Marking Code

Symbol	What the symbol means
CL	Capital letter error
CL	Capital letter not needed (KS1)
→	Something to do/check for sense
😊	Well Done, this is good
VF	Verbal Feedback
∧	Something is missing
FS	Full Stop needed
SP	Spelling to identify and change (symbol in margin)
G	Grammar
P	Punctuation
//	New Paragraph
.	In maths, to think again about an answer
S	Support 1:1 / 1:2 / 1:4 / 1:6
PIGS	Paired, Independent, Group, Support

Appendix 2

Our Agreement on Marking Partnerships



When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the WALT and only try to improve things that are to do with the WALT.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the WALT with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 3

Expectation for Presentation and Marking

Key Stage One – Sticky Labels with WALT and date.

Handwriting – Follow school cursive policy

Expectations for high quality presentation.

All writing has steps to success – for teacher, individual and peer assessment

Code stuck on wall in classroom and individual ones in caddies.

Each term has a title page with outline of what will be being covered.

Mark in black biro and with neat cursive handwriting.

Key Stage Two – to write WALTs and long date, other than in Maths.