



# Marking and Feedback Policy

Signed 

Principal

Date: 27<sup>th</sup> January 2022

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Chair of Committee Date: 27<sup>th</sup> January 2022

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## Introduction

At Daresbury Primary School we will take a professional approach to the tasks of marking work and giving feedback on it. There will be a consistency in the marking symbols used in a Key Stage, with the age of the children being taken into account. However, all children are entitled to regular comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

## Aims and Objectives

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 pupil's self esteem and raise aspirations through the 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 can improve their work in the future
- Offer the children specific information on the extent to which they have met the lesson objective and/or the individual targets set for them.

- Promote self assessment whereby the children recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge the children's understanding and identify misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson planning.

## **Principles of marking and feedback**

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 should relate to the lesson objective and, increasingly, the child's own personal learning targets.
- 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.
- Whenever possible marking and feedback should involve the child directly. The younger the child the more important it is that the feedback is oral and immediate.
- The marking should be constructive and formative.
- 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.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

## **Implementing the marking policy**

- Children will be encouraged to self-mark where appropriate, identifying clear and specific features in their own work

- Where appropriate teachers will use marking ladders or a success criteria to allow children to self- assess their work and see where improvements need to be made in their work
- Where appropriate children will engage in peer marking where they will be asked to identify successful features of their work to show a partner
- When providing written feedback the teacher should identify successful features of the child's writing and an area for improvement. Coloured pens can be used to identify features that are good, and improvements needed. The improvement target should be specific and clear, **e.g. Use more adverbs- quickly, slowly, gently, furiously, etc.**
- This written feedback will be directly linked to a child's personal targets or the lesson objective. This will happen as a minimum of once a week in literacy and maths
- Teachers and children can use our marking symbols to show the successful features and the area for improvement **see marking symbols**
- Younger children will be introduced to a small number of our marking symbols and they will use more of them as they progress through the school. Smiley faces will be non- negotiable in KS2 as pupil assessment at the end of the lesson
- Other forms of regular feedback will take place with the use of whiteboards, thumbs up/ thumbs down, group discussions or 1 to 1 teacher/ child conferences; reference with a VF

## **Monitoring and review**

The SLT team and Coordinators will carry out a number of book scrutiny's in English and Maths and foundation subjects throughout the academic year using an agreed protocol **see book scrutiny protocol**; teachers' will receive written and verbal feedback on what is going well and what improvements may need to be made.

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. This policy was reviewed with staff in September 2021 and we will review it in two years or earlier if necessary.