



Policy title	:	Marking & Feedback Policy
Date approved	:	September 2023
Review date*	:	September 2025
<p>*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.</p>		

Policy for Effective Marking and Feedback

At Shaftesbury Primary School, we will ensure that our pupils will receive their entitlement of feedback to gain maximum benefit. We are fully committed to providing effective marking both oral and written in order for our learners to make the very best progress. Marking should be a process of creating a dialogue between the child and practitioner enabling misconceptions and questions to be addressed. We believe responding to feedback empowers children to achieve their full potential.

We aim to:

- Set high expectations for all and improve standards by motivating children to do their best.
- Develop children's self-esteem by celebrating their work and effort.
- Set appropriate and challenging ***demands for improvement***.

Effective marking should:

- Be accessible to all children ensuring it is at their level of comprehension.
- Be consistent across the school.
- Be positive and constructive by giving clear strategies for improvement.
- Relate to the session's learning objectives
- Inform future planning and target children for support.
- Include opportunities for children to peer- mark and self-mark.

- Be presented neatly on the line legible for pupils from all members of staff.

Effective feedback should:

- Allow children time at the beginning of the lesson to read, reflect and respond.
- Be answered in full sentences where appropriate.
- Involve all adults.

Marking expectations:

All marking needs to be acknowledged using the correct code, completed in red pen and comments/demands for improvement (next steps/questions) should be presented to a high standard. Next steps should always relate to the learning intention of the lesson and acknowledged by the teacher.

In English every piece of work needs to be quality marked providing a demand for improvement except the long write which has intervention marking and feedback provided to improve the child's work. In maths, every piece of work recorded in books needs to be quality marked providing a demand for improvement except Friday's reasoning lesson for Key Stage 2 (KS 2) where verbal feedback is given. In guided reading, verbal feedback is given and all work is marked and acknowledged. In science and humanities, alternate pieces of work need to be quality marked with a demand for improvement- a comment related to the topic. For Personal, Social and Health Education (PSHE), Religious Education (RE) and Computing, every third piece will be quality marked. For Design Technology and ART, all work will be marked and key words will be highlighted for correction- the final piece needs to be marked against the progression of skills for the year group (target cards).

Teacher Guide

Quality marking in Early Years Foundation Stage includes: highlighting incorrect letter formation, correcting upper and lowercase letters, spelling of high frequency words, scribing children's ideas and responses to questions and give feedback comments when working in small groups.

Quality marking in Key Stage 1 includes: highlighting incorrect use of grammar, letter formation, spellings and providing a relevant ***demand for improvement*** that clearly prompts the child to make progress.

Quality marking in Key Stage 2 includes: highlighting three spelling errors, (topic related words and high frequency words) identifying incorrect use of grammar and providing a relevant ***demand for improvement*** that clearly prompts the child to make progress.

The long write in English will be marked providing feedback to pupils to improve their writing piece.

All final pieces are marked alongside the descriptors for the year group for each foundation topic as an assessment piece.

Verbal feedback:

At Shaftesbury Primary School, we encourage children to engage in verbal feedback starting in the Early Years Foundation Stage (EYFS). Verbal feedback is the discussion between the adult and child which provides a platform for questions to be asked. In addition, it allows adults to acknowledge gaps in the child's learning. Group feedback targets specific children who require further clarification and modelling.

Written feedback:

Allocated time is given at the beginning of each lesson for the child to respond. This enables the child to 'close the gap' between what they have achieved and what they could have achieved. Where next steps are generic and based on teachers' observations in the lesson, these should be addressed or practised at the beginning of the next lesson as a starter. There is no requirement to write the same next steps out in all books.

Intervention Marking:

The most effective feedback is the immediate discussion that may take place between teacher and child and this is called intervention marking. This will take place during every lesson alongside some children. No other form of marking is permitted during lessons. Where possible intervention marking opportunities should be maximised as they are valuable opportunities to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Self-Assessment:

Children should be encouraged to self-assess effectively against the steps to success and make further points for development. In Key Stage 2, at the end of each lesson, children self-assess Pupils will use codes to self-assess next to the We Are Learning To... (WALT).

Peer- Marking:

Starting in KS1, children support each other by providing verbal feedback to their peers' work. Children should provide a positive comment celebrating children's success followed by a constructive comment to improve the work.

In KS2, children take an active role in providing both verbal and written feedback. This is modelled by the teacher and children imitate to ensure a high standard of marking is continued. The teacher must always review this marking at the end of a lesson.

Shared – Marking:

On occasion, teachers engage in shared marking where it is relevant and purposeful in order to reinforce a communal learning point. This may take the form of marking a piece of writing

with the whole class in order to exemplify a point of clarification from a previous lesson's learning.

Quality Feedback comments:

A reminder prompt- This is a short, concise comment to remind the child to add either punctuation or additional information.

E.g. what else could you say here?

A scaffold prompt – This is a sentence that provides a framework to aid the child to respond. How was Bob feeling? (Bob wasso he...)

What was Bob doing?

Describe the expression on Bob's face?

An example prompt- This is an instruction specific to the individual child's target.

Starting with an 'ing' word, write a sentence to describe Bob's action. (Crouching behind the bush, Bob was trying to get a good view of the perpetrators.)

Use a fronted adverbial to explain what Bob saw.

Book expectations:

At Shaftesbury, we take pride in the presentation of our books and therefore use presentation, gold stickers to promote high standards. In addition, books are regularly checked to ensure the quality is consistently met by adults and pupils.

Children will:

- Read through their work for errors before presenting it to a teacher for marking. (Children should be taught, where appropriate, to read it to, or have it read by a partner)
- Strive for quality of work, rather than quantity or completion. This should include legible handwriting and good presentation.
- Write the learning objective of the session in the form of WALT (we are learning to...)
- Underline the Learning Objective (LO) and date.
- Engage with their feedback meaningfully in order to be fully informed about the necessary improvements to be made.
- Respond to feedback and comment in green pen (KS2).

Teachers will:

- Use red pen when marking.
- Write a positive praise message at the bottom should be included e.g. Amazing! Great try! Brilliant! This is to boost self-esteem and recognise their effort. Gold stars or stickers may be used where appropriate. Stamps to recognize homework can also be used.

- Use rulers for any lines drawn.
- Follow the school's codes when marking.
- Provide an appropriate demand for improvement that allows learners to either consolidate learning or ensuring children progress with their learning.
- Model high expectation of handwriting.
- Follow the expectations of Shaftesbury's marking and feedback.
- Ensure all outcomes are looked at by the end of the lesson.
- Ensure next steps are ready before teaching the next lesson in the sequence.