



Marking and Feedback Policy

Introduction

At Cockfield Primary School we are committed to positive marking that provides direction for pupils and leads to improved standards.

Rationale

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupils' work is therefore an important part of teacher assessment. This policy sets out how staff at Cockfield Primary School intend to ensure that marking at the school is an integral part of our assessment procedures.

Aims and objectives

- To provide useful information that will move the pupil forward in learning
- To promote continuous and focused communication with the pupil
- To encourage high standards in learning

Key Principles

- Marking and feedback is to be embedded in classroom practice. It is an aspect of assessment which is used to improve learning and inform planning. It should indicate strengths and weaknesses.
- Teachers and pupils need to clearly understand the learning objectives and success criteria for each piece of work.
- Marking should be positive and specific and relate to the learning objective/success criteria. (It should celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential)
- Pupils should be involved in the assessment process, e.g. through self-assessment, or dialogue with teachers or peers – use of marking partners (constantly reflecting and reviewing)
- One reason for having a marking and feedback policy is to ensure consistent practice throughout the school.
- Marking should be carried out daily or when a piece of work is completed and should be used to inform future targets and planning.
- Marking should be used to help parents and others really understand strengths and weaknesses.
- Good presentation is expected and may be marked.

Some characteristics of Effective Written or Verbal Feedback

- Focusing on learning objectives or success criteria
- Confirming that pupils are on the right track, providing a record of pupils' progress – to reward pupils' efforts
- Encouraging correction of errors or improvement of work
- Identifying misconceptions
- Scaffolding pupils' next steps
- Setting targets
- Giving examples of how to succeed
- Reminding pupils about success criteria
- Providing opportunities for pupils to think for themselves
- Providing pupils with opportunities, and time, to respond (encourage pupils to strive to improve)
- Prompts which are relevant, and within the same lesson where practical (for example through a mid-lesson plenary where randomly chosen work is assessed against the success criteria)
- Use of success criteria checklists – self/peer/teacher

Marking Practice at Cockfield Primary School

All pieces of work (see attached marking code)

- Some indication of success related to the learning objective (e.g. tick, smiley face, sticker, house point, merit point, brief comment)
- Small improvements to make e.g. spelling/punctuation
- Praise where merited

At least once a week in each of Maths and English and one other subject

- Teachers will give focused, differentiated oral/written feedback for each child
- Clearly linked to objective/target/success criteria
- Successes highlighted in green, area for improvement highlighted in orange
- Clear next steps given and/or questions to extend or clarify understanding
- Examples may be given for the children to complete or respond to
- Children **must** be given time to read and respond – during guided group session/beginning of each lesson
- Children will be asked to colour code their work according to how well they think they have met the learning objective

Useful ways to frame comments

I really like the way you...

You have worked hard on...

You have improved...

Next time you do this type of writing...

A good target for next time might be...

What do you think you could do next?

You now understand how to... Write five other words with the letter sequence – ough

Reread and underline your main ideas

Next time you write do a plan in sections and have a paragraph for each

Use simple sentences/try linking some sentences with...

Try starting some sentences with...

There are four sentences in your paragraph: mark them with a full stop

A reminder prompt - What else could you say here

A scaffold prompt – What was the dog’s tail doing? The dog was angry so he ... Describe the expression on the dog’s face...

Try not to say:

Watch your spelling

Paragraphs!

Too many ‘ands’

Remember punctuation!

Ways to achieve active and manageable responses from the pupils:

Set understanding marking as homework

Use a few minutes at the beginning of each lesson to go round while pupils make suggested improvements

Use guided work

Have writing and response partners

Expect pupils to always act on feedback and return amended work

Recognising and celebrating success

- Success is recognised and celebrated through:-
- Sharing the work with peers and other teachers/visitors
- Bringing the work to the attention of the head teacher
- Displaying the work
- Showing and explaining the piece of work in celebration assembly
- Awarding of house points
- Awarding of merit points for exceptional pieces of work (10 merit points – child is awarded a certificate and pen)
- Stickers, stamps, smiley faces in books

Inclusion

We believe in being fully inclusive. Marking and feedback will take in to account individual pupils, regardless of gender, race, disability or special need.

Monitoring

The SLT and subject leaders monitor the marking and feedback in books on a regular basis and provide feedback to the staff.

Marking is also monitored by the LA and Ofsted. The quality of marking and feedback will be determined through lesson observations, book scrutiny, talking to children.

The policy is subject to regular review.

Marking Codes

Children must use dictionaries/word banks/key words for self-correction, cross mistakes through with one line

All books should be marked sensitively – we need to take into account the age and ability of each child (marking should be personalised to the needs of the child)

Marking codes are put in the front of children’s books and displayed in the classroom – stamps are used for mathematics books

To be used as and when the teacher feels appropriate

	Code	Meaning
KS1 and KS2	✓	Correct
KS1 and KS2	➔	Next step, improvements to be made
KS1 and KS2	S	Supported
KS1 and KS2	P	Punctuation
KS1 and KS2	G	Group work
KS1 and KS2	VF	Verbal feedback
KS1 and KS2	✓ C	Correction
KS1 and KS2	X •	Incorrect If there are lots of mistakes, the child hasn't understood, indicates that some discussion, further explanation is required
KS1 and KS2	Marked in green	Marked by teaching assistant
KS1 and KS2	Marked in black	Student teacher/supply teacher
KS1 and KS2	1 Merit	Merit point awarded (outstanding achievement/effort)
Start in Y1	Coloured gel pens	Children have corrected their work
KS1 and KS2	Sp	Spelling
Start in Y1	∧	Word missing
Up to Year 3		Use finger spaces
Start in Y3	//	Start a new paragraph

English and Foundation Subject Stamper	
Objective achieved	
Progress towards objective	
Objective not achieved	
Maths Stamper	
Learning objective achieved	✓
Learning objective partially/not achieved	✓
Teacher/TA support	✓
Independent work	✓
Verbal feedback	✓
Intervention required	✓
Self/peer assessment	✓

Throughout the year marking will change e.g.

Initially P – will indicate where the punctuation is incorrect

Then P – will indicate the line in which the punctuation is incorrect

Then P – will indicate the paragraph in which the punctuation is incorrect

Then P – children will be expected to look at the entire piece of work and correct the punctuation

Marking Partners Agreement

Respect our partner's work because they have done their best, so their work should be valued

Try to see how they have tackled the learning objective and only try to improve things which are linked to the learning objective

Tell our partner the good things we see in their work

Listen to our partner's advice because we are trying to help each other to do better in our work

Look for a way to help our partner achieve the learning objective 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.