



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Marking and Feedback Policy**

This policy has been created in consultation with the children and staff of West Buckland Primary School and aims to reflect their views on which aspects of marking and feedback are most useful to them.

This policy applies equally to work carried out in school time and that done at home.

### **Aims**

1. To establish equality of outcomes from marking and feedback across the school
2. To ensure consistency so that children have expectations of what they will gain from oral and written feedback

### **Purpose of marking and feedback**

The purpose of marking and feedback is to have a notable impact on the quality of teaching and learning as well as supporting progress and development.

1. For Children:
  - To identify success
  - To target areas of improvement
  - To develop self-evaluation skills
  - To develop 'critical friend' style peer support
  - To give encouragement and raise self esteem
  - To develop a sense of responsibility for their own learning
  - To support, consolidate, accelerate and challenge
2. For Teachers:
  - To provide formative or summative assessment
  - To monitor progress
  - To inform planning
3. For Parents:
  - To illustrate achievement and progress
  - To identify areas where support may be given

The first stage of marking is carried out by the children in the form of editing.

The purpose of the editing process is:

- To improve the quality of sentence structure, vocabulary, clarity and cohesion.
- To make sure that careful punctuation is used as an aid to understanding.
- To correct spelling errors.

Strategies for this might include:

Reading out loud or to themselves, peer editing, the use of editor checklists, referring to spotlight words, and the use of a thesaurus or dictionary,

## **Principles of giving feedback**

Feedback may be oral or written.

### **Oral feedback**

Oral feedback should be constructive and should be perceived by the child as predominantly positive.

It does not ignore mistakes but treats them as opportunities for improvement and a focus for teaching and support.

Oral feedback may take place between children and teacher/TAs or between children and their peers.

Time for oral feedback is planned into lessons.

### **Written feedback**

All marking, except that done by children, is in green ink.

Children are encouraged to see drafting and editing and marking as a refinement process for their writing. KS1 children complete pieces of writing in pencil and are supported to edit as they go. KS2 children complete pieces of writing in pen (blue ink) and are given time to re-read at the end. Here they use purple pen to make changes. In KS2 children are taught how to give constructive criticism of each other's work. Mistakes are encouraged as part of the learning and editing process and these are crossed out with a single line.

Children's work is marked against the focus identified in planning, individual or group targets. It may also comment on a notable success or on substandard performance for that particular child. This focus (in the form of an 'I CAN...' statement) is shared with the children in terms which they can understand.

Written work, across the curriculum, is marked to reflect expected standards in writing.

Most, but not all, work is marked, though not necessarily by the teacher or the TA. Children may be asked to mark or discuss their own work or that of their peers. This strategy is developed as children move through the school.

Marking is carried out with respect for the impact on the appearance of the child's work.

Marking is concise and easily understood. Comments are constructive and aim to move the child forward.

Positive comments and ticks are done in green pen.

Feedback is specific and takes the form of a next step. This is in red pen.

Where possible, feedback and marking takes place in the presence of the child.

Symbols are consistent throughout the school and are shared with parents and children (see grid below).

Marking methods vary according to the age of the child, the task and the curriculum area.

Worked marked by a supply teacher will be done using this policy but denoted with a stamp to indicate this has taken place.

Time for children to act on feedback is a priority and is written into planning for lessons. This might be within the lesson, as five minutes or so additional time or as part of a clinic. Children respond to marking in purple pen. This enables us to distinguish between work which is independent and that which has had later teacher input.

In maths, we also use intervention marking where possible and appropriate. This may include additional questions to scaffold or extension questions to challenge. These are written in by an adult using red pen.

### **A structure for marking and feedback, focussing on successes and improvement**

In written work, we use a star and step symbol system for written feedback which;

- indicates specific success towards objectives or targets
- gives specific indications of how to improve

Time is given for children to read and act upon feedback.

This is used on longer pieces of writing and draft copies. Next steps are not expected for a final piece.

In maths, a step symbol is used to indicate next steps, additional questions and extension opportunities.

General praise could be indicated with a comment, team point, sticker or stamp.

Topic or cross-curricular work is not marked in as much detail. A tick of acknowledgment, a short praise comment or sticker may be used. Next steps are to be used here if the work is incomplete or requires more immediate attention. Next steps could also be used to ask questions in order to probe and deepen understanding.

Topic or cross-curricular pieces of writing should be marked using the written work criteria outlined above with the same writing standards expected across all subjects.

'I can...' statements are written as the title to every piece of work.

Every piece of work must be dated. Short date for Maths, long date for English and all other subjects.

**The following symbols are used throughout the school at age-appropriate stages.**

For English and other written work:

sp	Spelling error. The incorrect word is underlined, moving at the end of KS2 to an indication only of the line on which the mistake occurs.
^	Omission
p	Punctuation error. The error is circled, moving at the end of KS2 to an indication only of the line on which the mistake occurs.
g	Grammar mistake
?	This doesn't make sense!

For Maths:

✓	Correct
x	Incorrect

Common codes:

G	Guided group work
S	Supported by an adult
V	Verbal feedback given
SUPPLY	Work marked by a supply teacher

*Where no code has been used it is assumed that the work has been completed independently.*

**NB.** In EYFS and Yr 1 most marking is for the teachers' assessment purposes. Written marking for the benefit of the child is introduced gradually and is generally done in the presence of the child.