



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 key vocabulary, and the use of a thesaurus or dictionary, or iPad.

## **Principles of giving feedback**

Feedback may be verbal or written.

### **Verbal feedback**

Verbal 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. Verbal feedback may take place between children and teacher/TAs or between children and their peers. Time for verbal 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 either at reflection points and/or at the end. 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. Editing taking place after the lesson is done so using purple pen.

As much as possible, feedback and marking takes place in the presence of the child. Feedback is specific and more often than not, takes the form of verbal feedback. Whole class feedback is used to share common aspects for attention.

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 'supply' to indicate this has taken place.

Time for children to act on feedback is a priority and is carefully planned into lessons. Children respond to specific marking feedback in purple pen. This enables us to distinguish between work which is independent and that which has had later teacher input.

All teacher marks and comments are written in green ink.

Children are encouraged to present their work neatly and use all the available space appropriately.

## **Specifics of marking**

### **Maths**

Is marked by the child themselves, a peer, or an adult using either a tick or cross throughout or at the end of each lesson. The following lesson will begin with time dedicated to making any corrections. An extension question may be added by the teacher to further challenge the child's thinking.

General praise could be indicated with a comment or award of a team point.

### **English**

Is marked live throughout a writing lesson with verbal feedback being given as the teacher works the room. These discussions can then have an immediate impact on the piece of work. At the end of the session the teacher will take all work in to be read and then an opening lesson slide for the following session will capture whole class feedback. Children will then be given time to edit the previous work in purple pen before starting their next piece after adult feedback.

A specific symbol may be added by the teacher to focus the child's thinking

An extension task may be added by the teacher to further challenge the child's skills.

### **Topic**

Topic or cross-curricular work is not marked in as much detail. A tick of acknowledgment is used with any feedback or time being used if the work is incomplete or requires more immediate attention.

Question 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.

In EYFS most marking is for the teachers' assessment purposes generally done in the presence of the child. Written marking as outlined above is introduced gradually.

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

G	Guided group work
S	Supported by an adult
SUPPLY	Work marked by a supply teacher
✓	Correct
x	Incorrect
sp	Spelling error
^	Omission
TP	Team point awarded

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