



Eccleston C.E. Primary School
Let Our Light Shine

Marking and Feedback Policy

Teaching, Learning and Personnel Committee

Reviewed: Summer 2019

Approved by Teaching, Learning and Personnel Committee:
Summer 2019

Approved by Full Governing Board: Summer 2019

Signed by Chair of Governors:

Review Date: Summer 2022

ECCLESTON C.E. PRIMARY SCHOOL
Marking and Feedback Policy

At Eccleston CE Primary School, we believe that feedback and marking should be constructive for every child, focusing on both success and areas for improvement against the Learning Objective for the lesson.

Marking of children's work at Eccleston CE Primary School will;

- Help children become better learners by giving a clear picture of what they have done well and what they need to develop
- Give recognition and praise for achievement and support children to make further improvements and to extend their learning
- Allow specific time as appropriate for children to read, reflect and respond to comments. For younger children, this will need to be done orally as appropriate
- Relate to the learning objectives and not attempt to assess everything
- Help children to understand the success criteria and how their work will be marked
- Use symbols that are consistent, unambiguous and appropriate to the child's level of development
- Be clear, readable and support our teaching of handwriting
- Be seen by children as positive in improving their learning
- Equip children with skills and encourage them to peer and self-assess
- Inform future planning and individual target setting

YEAR ONE AND RECEPTION CHILDREN

The principles of this policy will be introduced to Year 1 children as appropriate. Comments will be verbal far more often but teachers can begin to use symbols for Literacy and Numeracy. Work will be annotated for assessment purposes.

Children in Reception will have a continued dialogue with staff about their learning through conversations with adults and other symbols such as thumbs up or traffic lights.

GENERAL PRINCIPLES - LITERACY BASED WORK

- Not all pieces of work need to be marked with a detailed comment. Teachers should use their discretion as to whether or not a piece needs detailed marking or can simply be acknowledged, as quality of marking will be judged on the impact it has on children's learning. Children will always receive oral or written feedback on significant pieces of writing
- Teachers will regularly provide pupils with time to respond verbally or in writing to comments. This should take place at the beginning of lessons whenever possible
- Teachers' marking will be in green ink; children's responses will be in Purple Polishing Pen
- Where the child has been successful, work may be highlighted in pink; green highlighted work indicates an area for development
- Mistakes in punctuation or grammar will often not be explicitly highlighted; instead, a comment such as, "Can you find two punctuation mistakes?" or "Why have I highlighted this sentence in green?" will be used in order to challenge thinking and encourage redrafting and reflection

SELF MARKING

- Children should self-evaluate whenever possible. This can be done orally or written.

PEER MARKING

- Before the end of a lesson, children should sometimes be asked to mark writing in pairs from Year 2 onwards. Children need to be trained to do this through extensive modelling with the whole class and establishing of ground rules (i.e. confidentiality, constructive feedback, listening well etc.) Children should adopt the Two Stars and a Wish approach.

MARKING SYMBOLS

Spelling mistake highlighted green ink

Verbal Feedback
VF

Peer marking will be signed by the child

Omission of a word
^
Omission of punctuation
↓

A
This is a teacher set challenge of question which needs answering

GENERAL PRINCIPLES - NUMERACY

- Teachers will regularly provide children with time to respond to comments. This will ideally take place at the beginning of the lesson
- Green highlighter indicates an incorrect response
- If this is addressed in class, a VF in a speech bubble can be put to show the teacher has intervened using Verbal Feedback
- Teachers will address incorrect work. This may be done through corrections, verbal feedback or repetition of the learning objective
- Misconceptions picked up during Maths lessons will be addressed at the earliest opportunity, preferably on the same day
- Teachers' comments will be in green ink; children's responses will be in Purple Polishing Pen

MARKING SYMBOLS

A
This is a
teacher set
challenge of
question which
needs
answering

Indicates that the
teacher has offered
verbal feedback

VF

A green highlight
indicates
something needs
correcting