



Sutton St James Community Primary School



Marking and Feedback Policy
Implementation Date: September 2021
Review Date: September 2023

Headteacher: Claire Willows	
Chair of Governors: Vicki Newton	
Date implemented:	
Date for review:	



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Introduction

1. This policy reflects the marking techniques and working practice at our school.
2. This policy outlines the purpose, nature and management of marking at our school.
3. The implementation of this policy is the responsibility of the Headteacher, teaching staff and Teaching Assistants.

Aims and Objectives

1. To give praise and encouragement to all children.
2. Marking will contribute to the assessment of children's work and will help teachers gain information for future planning.
3. To provide a point of discussion with children and suggest areas for improvement.
4. Marking will be appropriate to the subject, the nature of the task and the needs of the child.
5. To provide consistency of approach by all staff.

Entitlement

1. All children are entitled to have a clear and consistent style evident in the marking of their work. They are also entitled to have their work marked and returned within a reasonable amount of time.
2. All children are entitled to have their work marked according to specific learning objectives determined before the work is set.

Implementation of Marking

1. Work should be marked as soon as possible after completion with the child if it is possible to do so.
2. Teachers should try to mark during lesson time with a child to enable the child to go on with a task.
3. It is best not to over-mark. A few errors indicated would be of more value.
4. Spelling errors will be indicated with an 'S' in the margin on the line that the mistake has taken place. Children will then find the error and self-correct using classroom environment or dictionary. In Swallows 3 errors will be indicated, in Owls 4 errors and in Herons 5 errors indicated per piece of work.
5. Grammatical errors may be indicated in written feedback at end of the piece of work (next step). E.g. There is a capital letter missing from your work, please find it and correct it.
6. When marking right or wrong answers e.g. spellings or calculations, ticks and dots will be used rather than a cross.
7. Marking will reflect the set objectives and success criteria.
8. Legible handwriting by the teacher in line with school policy must be modelled in marking or be printed on a label.
9. At least 1 out of every 3 pieces of work in English and Maths are marked with next steps. Remaining 2 will be marked with less detail.
10. Children will be given the opportunity to read and respond to their feedback as soon as possible after books are marked. Adults will support with reading where children are not able to access the feedback independently.

Foundation Stage

- Work in the Foundation stage will be assessed predominantly through discussions rather than written feedback due to the nature of the foundation curriculum.
- In reception children may start to produce written work. In this case written feedback from the teacher may be given in conjunction with verbal discussions with the child.
- Written feedback will consist of areas for improvement (next step). 

Key Stage One

- Written feedback from the teacher will be given in conjunction with verbal discussions with the child when at all possible. Verbal feedback will be indicated with a stamper or 'V' symbol in the margin when the feedback was given and a bullet point note of content of verbal feedback written below it.
- Written feedback will consist of areas for improvement depending on the ability of the children (next step).
- Basic self and peer assessments will be carried out as appropriate. These skills will be developed and built up throughout Key Stage 1. Children will be expected to check their work by re-reading and making adjustments. On occasions children will be asked to highlight targeted areas in their work e.g. use a purple pencil to underline the nouns that have been used. Peer assessment will be carried out verbally in whole class situations or with a partner.

Key Stage Two

- Written feedback from the teacher will be given in conjunction with verbal discussions with the child when at all possible.
- Written feedback will consist of areas for improvement (next step) depending on the ability of the children. The areas for development should be linked to the learning objective / success criteria and be written in **legible** writing at the bottom of the piece of work.
- Self-assessment will be planned for and carried out when the class teacher feels it is appropriate. Children will be expected to check their work by re-reading and making adjustments. When self-assessment is being recorded children will be asked to highlight targeted areas in their work e.g. use a purple pencil to underline the powerful verbs that have been used.
- Peer assessments will be planned for and carried out when the class teacher feels it is appropriate. When children are marking other children's work they will use pencil. Children will be expected to check other's work by reading and providing feedback.

Self-Assessment

Traffic Lights (Reception)

A traffic light system will be used for Reception for pupils to self-assess their finished work, being introduced when appropriate.



Indicates that they do not understand and need further support for them to be able to meet the objective.



Indicates that they understand but feel that they would benefit from further practice or support in order to fully achieve the objective.



Indicates that they are confident and fully understand, and that they feel that they have met the objective.

When children have finished a piece of work they will draw a small circle of the appropriate colour in the margin, next to the objective, to indicate how they have assessed their own work.

Success Criteria (KS1 & KS2)

Reception children will have a sticker with the date and objective stuck at the start of each piece of work.

KS1 & KS2 children will be given a sticker containing the date, learning objective and success criteria for each lesson which will be stuck in with their piece of work.

Next to each success criteria there will be 2 blank lines. The first of these will be used by the children to self-assess whether they have achieved that element within their work. The children will tick or dot on the first line, for each success criteria, to indicate their own assessment of that part of their learning.

The teacher will assess against the success criteria (tick or dot) on the second line to indicate their assessment of the work. This will be the way in which successes in work are indicated to the child.

These self-assessment techniques should be used for all pieces of English, Maths and Science work, and most other curriculum work.

Where a piece of work is to be used for moderation and hence needs to demonstrate a child's independent work, the success criteria sticker will not be given out or stuck in until the end of the lesson.

11. Teachers and PPA (planning, preparation and assessment) cover staff will mark using green pen. Detailed marking by a person other than the class teacher/supporting adult e.g. supply staff should be signed. Teaching Assistants will use the same system as teachers for the group they have worked with but use black pen instead. TAs can tick/dot mark tasks such as spelling tests, maths tests etc but should not be marking whole class sets of books other than this simple right/wrong answer.
12. Children will be given time to read any written feedback that their teacher has made about their work. Time for children to make adjustments and improvements will be given when appropriate and will be planned for.
13. If any child has misconceptions that need more attention, then teachers must address these as appropriate.
14. Comments will be a useful guide for parents.
15. The use of rewards e.g. rewards stickers, stamps, house points / dojo points and shell stamps, showing work to children and/or staff is good practice.
16. Any scrutiny of marked work should be based on this policy.