



Sidcot
Live Adventurously

Marking & Feedback - Junior School Policy
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Marking & Feedback - Junior School Policy

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1. Introduction

At Sidcot we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code.

However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. All teachers will mark work and give feedback as an essential part of the assessment process.

2. Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

3. Principles of Marking and Feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- Marking should always be in accordance with the lesson objective and the child's own personal learning targets;
- The child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way (this may be due to their age), other arrangements for communication must be made;
- Comments will be appropriate for the age and ability of the child;
- Comments will focus on only one or two key areas for improvement at any one time;
- Teachers shall aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset;

- Whenever possible, marking and feedback shall involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in green.
- Any amendments made after feedback will be completed in purple pen;
- The marking system should be constructive and formative.
- Oral feedback may also be given by a teaching assistant during 1:1 work and group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Children can also record the extent to which they have achieved the lesson objective, by putting green, orange or red dot accordingly next to the WALT if invited to do so.

4. General Advice to Teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The School has explicit guidelines that apply to all pieces of work (e.g. the date and title (WALT) at the top of all work), when appropriate this can be scribed for the child.. At Key stage 2 all pupils are expected to follow these guidelines and at KS1 pupils should be working towards them.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see Appendix 1).
- Where pupils interact in the marking process (in purple pen), they will be more engaged and receptive to correction.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

- Teachers comment on spelling and grammar only in the following cases:
 - If spellings and grammar were part of the lesson focus/objective;
 - If it is a spelling/high frequency word that all pupils should know;
 - If it is related to the child's target.
- KS2 targets will be written/stuck into the front of English and Maths books, the teacher will note when these have been achieved. KS1 targets are ongoing.

5. Monitoring & Review

This policy and procedure is monitored by the Junior Head. It will be reviewed every two years or sooner if required.

6. Appendix 1

Marking Codes

In a circle next to the WALT:

Ach = Achieved the learning intention (WALT)

WT = Working towards learning intention (WALT)

TM = Target met – also recorded on the target sheet in the front of the book (KS2)

Other codes:

- Small tick = correct
Dot = incorrect
- Circle around missing or incorrect punctuation or P in the margin for the child to locate missing punctuation
- Sp = word underlined for spelling correction (correct spelling written in margin or at the bottom of the piece of work as appropriate)
- // = new paragraph
- VF = comment/feedback has been given verbally to the child, there may be a brief explanation of the feedback
- I = when a KS1 child has worked completely independently
- Sc = someone has scribed for the child
- 1:1 = child has worked with TA or Teacher on a 1:1 basis, TA – child has worked with the teaching assistant in a group. T – Child has had Teacher for targeted support
- Published – Work has been more thoroughly marked and more spellings than usual are corrected as work has been published
- A step illustration – to show child's next steps
- HP – indicates house points are given
- Self-assessment – child marks either red, orange or green next to the work to show their understanding and confidence