# Austwick Primary School
# MARKING AND FEEDBACK POLICY

## Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectation of effective marking and feedback at Austwick Primary School.

## Rationale

Austwick CE Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked: the learner is actively involved in the process. Pupils understand that marking of their work has three purposes: to enable them to understand what they have done well, to understand how to improve and to help them to make visible signs of improvement as a result of feedback.

At Austwick Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

## Principles of Effective Marking

Effective marking should:
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective of the work set
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

## Procedures
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and any relevant success criteria. Link marking to targets on IPMs: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc, as appropriate.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and timely feedback to be given.

## Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. **Verbal Feedback**
   This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. In some cases it may be helpful to add a record of the time and context in which the work was done. Teachers to use VF in books as necessary/ appropriate.
   There will be times when it is appropriate to use Group Feedback, for example, when common errors and misconceptions are apparent across the class when marking. Teachers to mark this as GF and to provide group feedback the following day/ lesson in that subject. For both VF and GF pupils should colour/highlight to acknowledge that feedback has been given and understood.

2. **Success Criteria Checklists**
   Success Criteria checklists can be used where necessary, for example, in longer pieces of writing, in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. **Peer Marking/Feedback**
   From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust.

4. **Quality Feedback Comments**
   Personalised Quality Feedback Comments should be used when appropriate, for example, in an extended piece of work, in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and area for development against the learning objective and success criteria. Time is then given for the child to respond to the written prompt, thus enabling them to 'close/bridge the gap' and improve their work further.

### Monitoring

Marking and Feedback will monitored by the Headteacher and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

### Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Date: January 2025                    Review Date: January 2026

**Marking Codes - Maths**

| Symbol | What this means |
|---|---|
| ✔ | Correct |
| ? | Check your work |
| ◯ round a number | Back to front number |
| Green highlighted LO | Well done<br>You have fully understood what you were learning. |
| Amber highlighted LO | Nearly there<br>You are beginning to understand what you were learning. |
| •<br>(During lesson) | Have another look at this! |
| ⓢ | You were supported by an adult with your learning. |
| Ⓡ | You used resources. |

# Marking Codes – English
## These codes will also be used in foundation subjects where necessary

| Symbol | What this means |
|---|---|
| ✔ | This is correct |
| ———— | Incorrect Spelling |
| ✔✔ | Impressive vocabulary |
| // | New Paragraph |
| / | Finger space |
| ^ | Sound/Letter/Word Missing |
| O | Punctuation Missing |
| ? | Check your work<br>Does it make sense? |
| Green highlighted LO | Well done<br>You have fully understood what you were learning. |
| Amber highlighted LO | Nearly there<br>You are beginning to understand what you were learning. |
| VF | Verbal feedback given during lesson. Tick when completed. |
| √√√ | These letters are correct |
| X | These letters are not correct |