

FEEDBACK & MARKING POLICY

Lakenheath Community Primary School



Version Number	2
Date of Policy	March 2019
Review Date	March 2020
Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	March 2017	N/A
2	March 2019	Format Update, Policy Review

1. Introduction

Marking practices and procedures are in keeping with the school's overall policy on assessment and in keeping with the ways in which the achievements are recognised and celebrated.

This policy ensures that all are informed that children have their work marked so that learning is improved, self-confidence is developed and self-esteem is raised. It provides consistency across the school.

2. Aims

Marking will

- Provide clear feedback to pupils about their work to improve their overall attainment
- Recognise, encourage and reward pupils' effort and progress
- Identify areas for improvement and next steps

The desired outcomes for this policy are improvement in children's learning and clarity amongst staff, pupils and parents concerning children's achievement and progress.

3. Examples of Marking may include:

- Provide oral feedback where possible, especially with younger children – use verbal feedback symbols (VF)
- Give next steps and where possible relate to learning objectives and success criteria
- Choose a focus based on their individual targets in KS2
- Marking may be done daily or when a piece of work is completed
- Marking needs to be clear and legible
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential
- Sometimes a piece of work will be marked with a single tick that shows an adult will have looked at it
- Teacher's marking will show the 'role model' handwriting for the age group they are marking
- Children will be given the opportunity to respond to marking using a red pen
- Marking procedures will be applied consistently across the school
- Marking should be completed using a green pen and/or yellow highlighter

4. Children's responses to marking

Children should be given the opportunity to respond to feedback and marking. This could be done immediately if feedback is verbal or within a short period of time if feedback is written. The start of the day or afternoon have been identified as a good time for children to respond to written feedback.

5. Responding to written feedback

Children should use a special red 'feedback pen' when responding to written feedback.

6. Corrections

Children should be encouraged to rewrite a sum in Maths. Should not be over-written but children are encouraged to rewrite the correction and if necessary the whole sum and sentence.

7. Symbols for marking written work


Our school will use a common set of symbols to enable children to understand that the aim of marking is to recognise their achievement and improve identified areas.

	incorrect spelling-with the correct spelling written in margin as appropriate
✓	successful choice
✓✓	Good vocabulary choice
^	insert missing spelling/punctuation
L.O. ✓	Learning objective achieved
I	Independent learning
G	Group/guided learning/adult support given
VF	Verbal feedback given (or use feedback stamps)
P	Paired work
?	Does not make sense, please re-read
T	Target met – this could be supported with a number to show which target it relates to
What	a yellow highlighter will be used to show where the children need to make their own corrections after a piece of work has been marked. Teachers should make their own judgements about how many words, sentences need correcting based on a child's ability and age. Any words identified for a spelling correction, should then be transferred into the child's own spelling log in KS2.

8. Symbols for marking maths work

Some or all of these symbols may be used.

The application of the principles of this policy and its impact will be monitored via work sampling and classroom observation.

✓	Correct
•	Go back and check
	Next steps