



Marking and Feedback Policy

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Policy Statement

This policy is to provide clear guidance to all staff, including those from agencies, for high quality marking and feedback throughout the school. Steps to reduce staff workload have been taken during the review and adaptation of this new policy.

Intent

At Wolviston Primary we see marking and feedback as a tool for valuing children's work and increasing self-motivation. We believe the process should provide constructive feedback to every child, focussing on success and improvement needs against learning intentions. Staff deliver timely and purposeful feedback in a variety of ways, through opportune verbal suggestions to written comments. School leaders have carefully considered what constitutes effective and manageable feedback. The expectations written within this policy, reflect steps taken to ensure a manageable workload, without reducing feedback effectiveness, is maintained.

Roles and Responsibilities

The Head Teacher and members of the Senior Leadership Team (SLT) are responsible for monitoring the standard of marking and feedback across school. It is expected that staff will provide prompt and purposeful feedback to children, which is linked to the learning objective and success criteria. Through the use of the agreed Marking Code (Appendix A), children will receive praise and guidance for areas to improve.

Implementation

Teachers ensure marking and feedback is:

- Prompt and timely
- Linked to the learning objective and success criteria
- Highlights both achievement and areas for improvement
- Recorded using the school's handwriting style, matched to the ability of the child
- Acted upon by the child

Children ensure self and peer marking is:

- Completed respectfully, neatly and in red pen

Presentation

Across school children are encouraged to produce and present work to their highest standard. Staff model high quality presentation when working with children, including the use of the school's handwriting style.

Staff support the children to produce work which:

- Is clear, neat, logical, methodical and sequential
- Shows the steps taken to arrive at an answer
- Is presented according to prescribed formats, and also formats which the children have designed
- Is presented in a wide variety of ways, formal and informal
- Is produced in different ways, including handwritten, recorded on Seesaw or processed with using IT

Staff remember:

- To reward children with a pen licence, when ready
- To offer the use of line guides
- Diagrams in books are to be drawn in graphite pencil, it is at the discretion of the teacher whether coloured pencils are to be used.
- Most written work is to be demarcated with the full written date
- In Maths, the numerical date (DD/MM/YYYY) is used

When recording in Maths children will:

- Work on squared paper
- Record one digit or symbol in each square
- Separate each new calculation by a line,
- Draw lines with a ruler
- Mistakes are crossed through, with a single line
- If appropriate, pages are divided vertically by folding the page to allow children to work down each column

Impact

Effective marking and feedback ensure that teachers, parents and the individual child understands where they are with their learning and what they need to do to improve further. Throughout the learning process, children are encouraged to value their work and to take a pride in their progress. At Wolviston Primary School achievement and success is recognised through: -

- Verbal praise
- Drawn smiley face emojis/stickers in workbooks
- Displaying children's work throughout the school
- Acknowledgement in class and/or assembly
- Showing work to another teacher/SLT

Monitoring and Evaluation

Through monitoring SLT will:

- Ensure staff are aware of the policy's content and that it matches classroom practice as far as possible
- Ensure expectations of the policy are manageable to enable a fair workload

Subject Leaders will:

- Monitor marking as part of their subject leader time

Health and Safety




Children are taught how to use equipment and resources in accordance with the health and safety guidelines.

Policy Monitoring and Review

The Head Teacher will discuss the area of Marking and Feedback with school governors and the Trust. Any questions or concerns regarding this policy should be made to the Head Teacher

Appendix A

Marking Code

What are we marking?	How do we mark it?	
Spelling	SP	<p>Early Years Verbal praise and immediate feedback, with the use of stickers</p> <p>KS1/KS2 Teacher to correct work depending on individual child's ability level by underlining misspelt word and writing correct spelling Pupils to write out correct spelling 3 times</p>
Punctuation and Grammar	 G	<p>Errors in capital letters and missing punctuation is circled</p> <p>Incorrect grammar</p>
Handwriting / Letter Formation	Incorrect letter formation identified and corrected	
Paragraphs	Indicate where paragraph breaks should be inserted with a horizontal line broken by two slash lines as follows ____ // ____	
Accuracy	✓✓ • ^ _____ ?	<p>Work is matched to learning objective</p> <p>Indicates response is incorrect</p> <p>Indicates that a word is missing</p> <p>Underlining indicates where a correction is needed</p> <p>Something doesn't make sense, check again</p>
2 Stars and A Wish		<p>2 Things I'm Good At</p> <p>1 Thing I need to Improve</p>
Effort, Resilience, Achievement, Attainment		Wolf Tokens are awarded verbally or by a hand drawn smiley face
Verbal Feedback	V	The V code is used for 'Verbal' feedback; presentation, next steps, further explanation, etc. and will indicate where issues have been discussed.