



**Rudston Primary School**

## **Marking and Feedback Policy**

**Date: September 2018**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2018**

**Review Date: Autumn Term 2019**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

Our Marking Policy is embedded in an Assessment for Learning Policy throughout the school and it links to the Homework Agreement and Assessment Policy.

## **PURPOSE**

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the schools progress against national standards

## **PRINCIPLES**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

### **Affirmation Marking**

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.

## **Quality Marking**

- Every child should have at least one piece of maths work and literacy work quality marked each week.
- Quality marking should refer to the child's individual target and learning objective and give a target or tip to help the child make their next step in their learning.

## **Key elements of marking:**

- Marking should be linked to learning intentions/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/marking they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.
- Children with SEN including dyslexia and dyspraxia to develop self-esteem from oral and written cues.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

## **GUIDELINES**

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the child.
- When correcting a piece of work follow the procedures listed on the non-negotiable sheet.
- If children make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Effective feedback, needs planned time for children to make improvements/ response, but it is most powerful when included in the fabric of a lesson (e.g. after 10 minutes look for a success, after another 5 minutes look for an improvement etc.
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc.) and linked to the learning intention/success criteria.

## **Self-Evaluation/Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

## **MONITORING AND EVALUATION**

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

## **EQUAL OPPORTUNITIES**

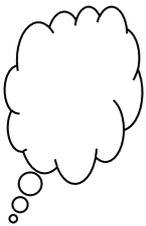
The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.



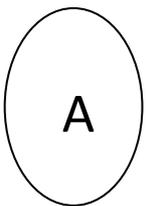
**Rudston Primary School**  
**Marking & Feedback EYFS**



**Star Quality Strength**



**Next Steps**



**Learning Objective Achieved**



## Rudston Primary School

### Marking & Feedback KS 1

**C** Capital

**.** Full stop

**^** Something is missing here

**WS** With Support (LSP to sign their name)



**Paired / Collaborative work**

**Sp** Spelling error

**A** Learning Objective Achieved

**W** Learning Objective partially achieved

**VF** Verbal Feedback



**Next Steps**



**Star Quality Strength**



## Rudston Primary School

### Marking & Feedback KS 2

**P** Punctuation Mistake

**//** New Paragraph

**^** Insert here

**WS** With Support (LSP to sign their name)



**Paired / Collaborative work**

**Sp** Spelling error

**A** Learning Objective Achieved

**W** Learning Objective partially achieved

**VF** Verbal Feedback



**Next Steps**



**Star Quality Strength**

**Agreed by Staff: September 2018**

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