

Fishergate Primary School Marking and Feedback Policy



At Fishergate Primary School, we have a consistent approach to the task of marking work and giving constructive feedback . We see this as an essential part of the assessment process. This is aimed at enabling children to become reflective learners.

Aims

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

- Show that we value the strengths of their work and identify the next steps in their learning
- 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 and peer assessment, whereby they recognise the strengths of a piece of work and how to improve developing self-evaluation skills
- Reinforce our high expectations
- Provide a basis both for summative and for formative assessment and inform tracking of individuals' progress
- Provide the ongoing assessment that should inform future lesson-planning
- Boost self-esteem and aspirations, through use of specific praise and encouragement
- Develop the children's ability to identify and articulate the next steps in their learning; enabling them to take responsibility for their own progress
- Cultivate intrinsically motivated learners

Principles of marking and feedback

- Teachers and pupils will use the agreed marking and feedback symbols which are on display in every classroom. (specific to each phase).
- Extended writing will be marked In depth once a week using a star and a wish –
 - in KS1 the wish will give one focussed instruction for improvement
 - in KS2 the wish will become increasingly open ended – sometimes leaving pupils with a question that will lead to independent and meaningful redrafting
- At other times, light touch marking (a tick or brief narrative comment) or acknowledgement marking (a single tick) is appropriate.
- Marking should always be in accordance with the lesson objective and layered success criteria.
- The child must be able to read and respond to the comments made, and be given time to do so. This time will be indicated in teachers' planning. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made
- Comments should be appropriate to the age and ability of the child. The younger the child, the more important it is that the feedback is oral and immediate
- As children develop their reading skills they will acknowledge the marking and feedback by signing to say they have read and understood the comments, writing a comment or responding immediately to the wish.
- Teachers should 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 by using literacy and maths targets.
- Written comments by all staff should be neat, in the school's agreed cursive handwriting style and written in a contrasting colour
- Feedback will also be given by a teaching assistant, through peer review, through plenaries and in group and 1-1 sessions. Teaching assistants will indicate the type of support given.
- Errors that were made by many children should not be the subject of individual comments, but should be addressed through responsive 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.
- Ticks are used where work is correct, and a dot where errors have been made and 'C' shows where a teacher expects to see correction. Where a correction is needed, the pupils should not rub or cross out their work. Corrections should be alongside or underneath the original work in another colour (see the Literacy policy for guidance of the marking of spelling).
- In Maths a next step challenge can be used to either consolidate a piece of learning or to assess the children's readiness to move on to the next stage. Teachers will plan in time for children to answer these and do any corrections before they move one.