

## Fishergate Primary School Marking and Feedback Policy



At Fishergate Primary School, we have a consistent approach to 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, independent 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
- 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 genuine, specific praise and encouragement
- Develop the children's ability to identify and articulate the next steps in their learning

At Fishergate School, we are mindful of teacher workload; feedback and marking must be motivating, meaningful and manageable. It is an illustration of the effective dialogue between teacher and pupil.

### Agreed routines for marking and feedback at Fishergate:

- Marking and feedback is in accordance with the lesson objective and associated success criteria, or ALF (*Always Looking For* - see appendix for specific guidelines that apply to all pieces of work). When assessing the work of their peers, pupils will also use the lesson's success criteria in their feedback.
- As the academic year progresses, marking will also refer to skills taught and understood e.g. a particular spelling rule and, for KS2 pupils in particular, it is appropriate to mark for these additional aspects too.

- The child must be able to read and respond to the comments made, and be given time to do so. This time is indicated in teachers' planning.
- Comments should be appropriate to the age and current attainment of the child. The younger the child, the more important it is that the feedback is given verbally and is immediate.
- Teachers and pupils use the agreed marking and feedback symbols which are on display in every classroom. See the school's English and Maths policies for more details about the way different marking symbols are used.
- Extended writing will be marked in depth once a week using highlighting to indicate strengths (green) and areas for improvement (pink).
- At other times, light touch marking (a tick or brief narrative comment) or acknowledgement marking (a single tick) is appropriate.
- Ticks are used where work is correct, and a dot where errors have been made.
- Written comments by all staff should be neat, in the school's agreed handwriting style and written in a contrasting colour.
- Feedback is sometimes given by a teaching assistant, through peer review, through plenaries and in group and 1-1 sessions.
- Where appropriate, codes or brief notes will indicate where work has been supported by an adult, or has been completed independently. This is to aid teachers in making accurate judgements about a child's attainment and progress.
- Children 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 pink highlighting or next step challenge.
- Children respond in purple pen; they also use purple to indicate they have self-checked and edited their work before marking.
- Where a correction is needed, the pupils should not rub or cross out their work. Corrections should be alongside or underneath the original work.
- 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.