



## 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 how to improve further
- 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 as identified in teacher planning
- As the academic year progresses, marking will also refer to skills taught and understood e.g. a particular spelling rule
- 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. Verbal feedback is given where possible; feedback is given as soon as possible after the lesson. Marking will normally be done before the next lesson in that subject.

- Teachers and pupils use the agreed marking and drafting symbols. These symbols are used by pupils when drafting their own work and when assessing the work of their peers. See the school's English and Maths policies for more details about the way different marking symbols are used e.g. our approach to the marking of spelling.
- At other times, and in subjects other than English and Maths, 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.
- Teachers sometimes uses tick lists of key features to focus marking on particular aspects of work.
- 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 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.
- In KS1, extended writing is marked using highlighting to indicate strengths (green) and areas for improvement (pink). Written comments are kept to a minimum and are usually focused on guidance for spelling or correct letter formation. Alongside verbal feedback, the use of highlighting continues in Year 3/4 to respond to the modelled writing part of the Write Time cycle. Marking of independent writing is far less detailed. Over the year, the amount of pink highlighting is generally reduced, reflecting children's growing ability to edit and improve their writing independently. In Year 5/6, highlighting is no longer used. Verbal feedback and written comments identify strengths and next steps in extended pieces of writing.