



## Mornington Primary School Marking and Feedback Policy

### **Introduction**

The feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to further children's learning. It provides information to learners about their performance and how to improve it.

The Education Endowment Foundation has recently evidenced that effective feedback should:

- ◆ Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- ◆ Be specific, accurate and clear.
- ◆ Encourage and support further effort.
- ◆ Be given sparingly so that it is meaningful.
- ◆ Provide specific guidance on how to improve and not just tell students when they are wrong.

The Department for Education's expert group emphasised that marking should be 'meaningful, manageable and motivating'. The aim of this policy is for feedback and marking to be consistent and manageable across school to allow children to develop, gain competence in and apply key skills and approaches to develop their own learning.

### **Guiding Principles of Effective Feedback and Marking**

- ◆ The sole focus of marking and feedback should be to further children's learning.
- ◆ It is motivating, meaningful and manageable.
- ◆ It is delivered promptly, and feedback given as close as possible to the time of the work being completed, including within the lesson.
- ◆ It enables children's learning to be checked and assessed.
- ◆ It both acknowledges and values children's efforts as well as their attainment.
- ◆ It allows for misconceptions to be identified and addressed.
- ◆ It informs future planning and teaching as part of assessment for learning.
- ◆ All adults working with the children are involved in giving feedback.
- ◆ Children are given opportunities to respond to feedback and to make improvements to their work.

### **Marking and Feedback Strategies**

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.

- ◆ Live feedback within a lesson
- ◆ Whole class feedback
- ◆ Self- and peer-marking
- ◆ Distance written feedback after a lesson

#### **1) Live feedback within a lesson**

- ◆ Allows the teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected, and additional stretch can be given where appropriate.
- ◆ Is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- ◆ It can be written or verbal.
- ◆ If a child has needed help within the lesson, the adult giving the help will indicate this with a V and the development point eg V - capital letters.
- ◆ If a development point is not needed, then a tick will be used to acknowledge the work.

## **2) Whole class feedback**

- ◆ This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- ◆ Can be helpful to model the feedback process and support self- and peer-marking.
- ◆ May involve use of a teaching assistant to provide support or further challenge.
- ◆ May re-direct the focus of teaching or the task.
- ◆ Marking one piece of children's work as a class allows several teaching points to be addressed at the same time.
- ◆ Children can mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

## **3) Self-marking**

- ◆ Children mark their own work in green pen and have opportunities to correct as they go along.
- ◆ Children are given answer sheets or could use Success Criteria to ensure accuracy of marking.
- ◆ If applicable, children to include a reflective comment on their work e.g. 'I remembered my capital letters and full stops. Next time I will try to use more adjectives.'
- ◆ When work is self-marked, teachers to look at a sample of books to check for accuracy and plan next steps for individuals and groups of children.

## **4) Peer-marking**

- ◆ Children mark a friend's work using purple pen.
- ◆ Children are given answer sheets or could use Success Criteria to ensure accuracy of marking.
- ◆ If applicable, children to include a constructive comment. e.g. 'Remember your commas after fronted adverbials.'
- ◆ The child receiving the feedback also records who has marked their work.
- ◆ When work is peer-marked, teachers to look at a sample of books to check for accuracy and plan next steps for individuals and groups of children.

## **5) Written Marking: Maths**

- ◆ Errors indicated with a cross.
- ◆ Correct work marked with a tick.

## **6) Distance written feedback**








- ◆ When immediate feedback cannot be given, work is marked away from the point of teaching to inform future planning and provide feedback to children.
- ◆ Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- ◆ It may involve written comments or annotations for pupils to read and respond to.
- ◆ Next steps to be indicated with an arrow at the bottom of their work.

## **General Guidance**

- ◆ All work will be acknowledged using a tick. in some form by class teachers. Stamps or stickers can be used in addition to this.
- ◆ Learning objectives/intentions are not written on work, instead there should be a clear title showing intent.
- ◆ Learning objectives/intentions may be shared with the children at the beginning of the lesson or part way through and, where appropriate, the success criteria for achieving may be displayed or discussed.
- ◆ Where pupils are unable to read/understand written comments, these can be shared verbally with children at the next appropriate opportunity.
- ◆ When marking or giving feedback teachers should also be aware of children's individual targets and identify when a child has achieved them.
- ◆ Pupils must be given time to regularly respond to marking and feedback.

## Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the consistent use of our marking code, which is set out below:

	Work acknowledged
	Good effort acknowledged
	Exceptional effort acknowledged
	Target set
<b>sp</b>	Spelling mistake to be corrected
<b>V</b>	Verbal feedback given
<b>T</b>	Teacher assisted
<b>?</b>	Doesn't make sense
	Teacher marked KS1
	Teacher marked KS2
	TA marked
	Peer marked
	Self-marked

Policy written: September 2023

Policy reviewed: September 2024