



Prior Weston Primary School and Children's Centre

Feedback and Marking Policy

Updated: February 2017
To be Reviewed: February 2018

Guidance for marking by teachers:

Teacher marking is only effective if:

- It moves children's learning on
- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read / respond to the marking

Marking Protocol:

- Marking must be related directly to the learning objective / success criteria
- All pieces of work in books must be acknowledged either through teacher marking, peer marking or self-assessment: at least two pieces of work in Maths and English must be teacher marked each week
- Teachers must always mark in **red** pen
- Children must always respond to marking, or made improvements and corrections in **green** pen. They should always work in either pencil or black Berol Handwriting pens (Upper KS2)
- Teachers can use **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work, using the reminders "**Pink for 'Think'**" and "**Green for 'Got it'**" These should be used sparingly so as not to detract from the presentation of work.
- Teachers' comments should take the form of open questions, rather than closed comments, in order to move learning on
- Children must return daily to their work from the previous day, make their own corrections and respond to the open questions their teacher has posed
- Teachers should not highlight every incorrect spelling, but persistent errors should be highlighted and children should correct the spelling in the next lesson. Persistent spelling errors should be incorporated into subsequent planning.
- Verbal feedback must be recorded by writing as relevant an indication of the focus of the verbal feedback (eg. similes) in a speech bubble
- Teachers' handwriting must be legible as a model for the child and written in complete, punctuated sentences
- Good examples should be shared through the use of the visualizer and in mini-plenaries, which draw children back to success criteria throughout the lesson
- All adults working with groups should mark their group's work and teaching assistant observations should be recorded directly into books, or on stickers stuck into books



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Guidance for Peer / Self-Assessment:

Peer and self-assessment empower children to take control of their learning. Peer markers should write in green pen and sign their name at the end of the piece of work, after writing a comment.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

Self-Assessment

- Thumbs up / thumbs down in Key Stage 1
- Exit tickets for practical lessons, such as role play, in which children have to record and self-assess their learning in writing at the end of the lesson

Self-assessment sentence starters, such as:

- Today I learnt...
- Next time I need to...
- I must practice...

Peer Assessment

- 2 stars and a wish

Children Responding to Feedback and Marking:

Children need time to respond to feedback they have been given. Teachers must build in lesson time to enable children to respond fully to 'next steps' feedback. This could be during early work before the register, 10 minutes at the start of a new lesson or a session devoted to peer marking and responding to feedback, such as in KS2 writing. It is expected that teachers regularly check children's green pen responses to ensure they are understood; this may incorporate some additional verbal feedback, which should be recorded using a speech bubble, as previously stated.

Monitoring:

Marking and feedback will be monitored by senior leaders, and the phase managers, through taking in samples of books and through lesson observations and learning walks.

This policy will be reviewed throughout 2017/2018 in relation to ongoing action research and the Teaching and Learning Policy.