



**MARKING /
FEEDBACK
POLICY
AND
GUIDELINES**



AIMS OF MARKING

- To inform children of how well they are doing
- To tell children what to do to improve and / or where to go next
- To allow all to see if an objective has been achieved
- To enable staff to monitor progress and understanding
- To raise self-esteem and celebrate success
- To inform future planning, both short and medium term
- To inform all stakeholders eg senior staff, co-ordinators, parents, governors
- To enable staff to reflect of success of the lesson / task

AGREED PROCEDURES

Children can not progress unless they have an awareness of how well they have done in their work, what things need to be revisited and what they need to do next. This can be done in a range of ways and teachers should plan which is the best way prior to the lesson / task.

All work must be marked in some way, but the depth will vary according to the task and agreed focus.

ALL work will identify whether or not the learning objective has been achieved – this may be done by a stamp, sticker, comment or by ticking the Learning Objective. Where the LO has not been achieved there has to be a comment that shows why the objective was not achieved or what needs to be done next. This may be written or identified that it will be done verbally.

Rewards of any kind should be added whenever a child has exceeded expectations or has shown considerable effort, achievement or improvement.

Time should be given at the beginning of lessons for children to read, reflect or respond to their returned work. This may be in pairs, groups or shared with the class.

Where there have been common errors the teacher or TA should work with the appropriate children, which should be recorded on the work as done.

All work should have Success Criteria / Steps to Success / WILF. These may be displayed on the whiteboard or in the books, depending on how often they will be revisited.

Good practice is for children, at times, to work out the success criteria for themselves to show they understand what needs to be achieved.

Ensure there are not too many success criteria and they relate directly to the Learning Objective. Other steps may be shared but need not be recorded in the books. More able and older children are quite able to record the Success Criteria in books by hand.

Correcting basic literacy errors

Sometimes the focus will be on a specific area of literacy e.g spelling, punctuation, grammar, handwriting and the marking should reflect this.

In other work only focus on common or repeated errors using the previously agreed symbols:

→	Indent (paragraph)
*	Need to add where indicated
^	Left out, in this space put something else
~~~~	Spelling error underlined
?	This does not make sense

Correcting every spelling is time-consuming and does not really inform, merely reinforce failure. However those regular errors – friend, siad, when – should be indicated. Children should be encouraged to look at or prevent errors by the use of learning tools e.g wordbooks, dictionaries.

Repeated errors could lead to a target group with a fixed and intense period of support.



## USING THE MARKING GUIDELINE SHEET

One piece of numeracy and one piece of literacy must be marked adhering to the marking guideline. This will be identified in planning and should show the range of the genres and aspects of each subject.

The teachers can decide which pieces of work will be marked in this way. It may be a whole class/set at once, half a group, a focus group each day etc. The work can be shared across whoever leads the group but all work marked this way must be at least signed by the class/set teacher.

These pieces will greatly aid us in supporting APP, as well as highlighting progress and indicating target setting.

## OTHER WORK

Other work must be marked too – at a bare minimum it will show if the learning objective has been met or not and any major parts that are incorrect. Any comments added should be praise or informing children how to improve. Certain phrases are not acceptable on their own:

Not enough  
Not your best  
See me  
Messy / Scruffy  
Quite good

These phrases need qualifying if you write them, or they reflect on what has happened during the lesson and what the teacher has/has not done. Also regularly check back that they have been acted upon. It would not be appropriate for a book to have a phrase such as ‘not enough’ written regularly!