

Marking and Feedback Policy

At Middlefield Primary Academy, we believe that marking and feedback should be constructive for every child. It should refer to the learning objectives of the lesson, focusing on the child's success and on improvements needed. All children should be encouraged to become reflective learners. Receiving effective feedback will support children to close the gap between their current attainment and the desired attainment. Sometimes this will be done through written marking and sometimes through verbal feedback.

Principles:

Marking and feedback should:

- Relate to learning objectives which have been shared with the children.
- Give children opportunities to become aware of and to reflect on their learning.
- Give recognition and appropriate praise for achievement.
- Take account of the child's previous level of achievement.
- Inform future planning and target setting.
- Be carried out as soon as possible after the work has been completed. With younger children, marking could be immediate and take place face to face at the time of completing the work.
- Be clear, legible and easily understood by the children. Teacher's handwriting, spelling and grammar should be a good model for the children.
- Use consistent codes throughout the school (see Appendices)
- Be seen by the children as positive in improving their learning.
- Encourage and teach children to self-mark, peer-assess and peer-mark when appropriate.

Written marking- English, Maths and Science

- In KS1 marking will be completed in orange and green highlighters. Any additional comments will be made in purple pen.
- In KS2 marking will be completed in purple pen.
- The learning objective (LO) is on a sticker at the top of work and should be highlighted by the teacher in a green (fully met) or orange/green (partially met) highlighter and orange (not met).
- Where a learning objective has not been met, written or verbal feedback should be given to the pupil at the next opportunity. This could be a highlighted orange section for the child to focus on or a focused marking comment, see below.
- Focused marking comments should help the child in closing the gap between what they have achieved and what they could have achieved. In Key Stage 1, this may be group feedback at the end of the session. In Key Stage 2, this will be done in the form of a number of targeted next steps that will be on the board. These could push the learner on, address misconceptions or revise a certain idea. Each child will be asked to address one of these next steps. **It is not required to give focused marking in every lesson over the course of the week.**
- Next steps will be addressed at the beginning of the next lesson.
- These improvement prompts and next step questions/statements should provide a challenge for all children.
- Spelling, punctuation and grammar mistakes should be identified if needed (selectively), this will be commented on in the margin. No more than 3 per session.
- Self-assessment should be completed at the end of the lesson on the LO by the children from Year 2 onwards using a double tick, single tick or NS. In Year 1, the children will self assess by showing the teacher thumbs up, thumbs middle, thumbs down (teacher to note for assessment).

- Handwriting books will be acknowledged by the teacher regularly.
- Reversals of numbers and letters to be identified for correction.

Written marking- Foundation subjects (Inc. ICE Zones)

- All marking by teachers is to be completed in highlighters or purple pen (Key stage dependent as in core subjects).
- The learning objective (LO) will feature at the top of work and should be highlighted by the teacher in a green (fully met), an orange/green (partially met) or orange (not met) highlighter.
- Incorrect spellings of key words must be indicated for correction.
- Work must be self-assessed by the child (as in core subjects) and then assessed by the appropriate adult, this may be a TA if it's ICE Zone work. Where a learning objective has not been met, feedback will be given as appropriate.
- If a teacher has not taught the lesson, the TA will assess the learning and the class teacher will then review and check the work.
- Reversals of numbers and letters to be identified for correction.

Responding to marking

It is vital that time is given for children to read and then make the improvements or next step suggested by the teacher. This should be done as soon as possible after the marking has taken place. All children's editing should be done in blue pen although pencil should be used if they are asked to write a significant amount e.g. an additional paragraph (indication will be made that this is an edit). Marking and feedback should create a learning dialogue between teacher and child; responses to teacher's marking should be encouraged and valued. Children will need to be taught appropriate ways to respond to teacher's marking. Edit flaps can be used to show where a child has amended or improved their work.

Children as markers

Teaching children to be constructively critical about their own work and that of their peers is good practice. Encouraging them to assess how well they have met success criteria leads them to recognise what they need to include to improve their work before it is marked by an adult. Visual SC strips can be used to support this process (KS1). Children are encouraged to peer assess each other's work. When written peer marking is used, guidelines need to be established about what a child may write in another's book and how it is presented. Peer marking should be seen at least once a half term.

Verbal feedback

Throughout lessons teachers give regular verbal feedback to children to support them in improving their work. For younger children this may be the main form of marking and feedback. This should always be recorded in children's books in line with the school marking codes (see Appendices).

Monitoring

The quality of teacher's marking will be regularly monitored by the head of School, SLT and Subject co-ordinators.

To be reviewed: September 2023

Appendix

Symbol	Meaning	Symbol	Meaning
Sp	Spelling		Correct (KS1)
P	Punctuation		Incorrect (KS1)
NS	Next step	✓	Good/correct (KS2)
VF	Verbal feedback	✓✓	Amazing
∧	Omission	.	Incorrect (KS2)
//	Paragraph needed		
T	Teacher assisted		
TA	Teaching assistant assisted		

