



# Uffington Church of England Primary School

'Optimum Solum Satis Est' – 'Only the best is good enough'

## SCHOOL POLICY FOR MARKING AND FEEDBACK

### 1. Introduction

- 1.1. This policy outlines the purpose, nature and management of marking in our school.
- 1.2. This policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.
- 1.3. The implementation of this policy is the responsibility of all teaching staff.

### 2. Aims

The aim of this policy is:

- To establish an agreed range of practice in the marking of children's work in our school.

### 3. The Purposes of Marking

The main purposes of marking are:

- To give praise and encouragement to the child;
- To give the teacher the opportunity to identify and act upon individual strengths and weaknesses;
- To motivate children in their work;
- To encourage self-correction and accuracy;
- To provide feedback to the children about their work, showing them how they can improve and make further progress.

### 4. Guidelines

- Marking should be purposeful; work should be marked in the light of the learning objectives and success criteria for the activity.
- Marking is used to correct, inform and monitor.

- Where possible, the teacher should mark the work with the child. Where oral feedback has been given, this will be indicated.
- Comments about a child's work should be clear, concise and constructive.
- Marking is selective: The amount of correction depends upon the subject, the age and ability of the child and the purpose of the work.
- Acknowledgement of effort and achievement is made and short-term targets for improvement and development may be set.
- Where appropriate, unaided work will be marked 'independent work'.
- Where work is supported by an adult, this will be indicated.
- Teachers should ensure that children are given sufficient time to revisit their work and respond to marking and feedback. Towards the end of KS2, children are expected to take responsibility for this without prompting.
- Scrutinies of marking and feedback across the curriculum take place once a term.
- **Marking Spelling**

*Foundation Stage and Key Stage 1*

Correction of spelling is selected according to the ability of the child; the correct spelling is written above the word or at the end of the piece of work.

*Key Stage 2*

Each child has a Personal Dictionary in which to keep a record of spellings. Errors are underlined and, where appropriate, are corrected by the teacher. The child is then expected to record the correct spelling in the personal dictionary.

- **Marking Writing**

Effort and achievement against the learning objective and / or success criteria are acknowledged and short-term targets for improvement and development may be set. The abbreviation 'l.o. met' may be used to indicate that the learning objective has been met.

Where appropriate, a sentence will be highlighted for the child to try to improve.

*Key Stage 2*

The following key is used:

~ ~ ~                      spelling error

//	paragraph
p	punctuation
λ	missing word

- **Marking Mathematics**

*Foundation Stage and Key Stage 1*

In Numeracy, achievement is marked using a tick and will usually include a comment linked to the learning objective and / or success criteria. In number work, the calculation may be written again for the child to complete. The abbreviation 'l.o. met' may be used to indicate that the learning objective has been met. Where appropriate, a next step may be given.

*Key Stage 2*

Work in Numeracy is usually marked using a tick or a cross. Effort and achievement against the learning objective and / or success criteria are acknowledged and short-term targets for improvement and development may be set. The abbreviation 'l.o. met' may be used to indicate that the learning objective has been met. Where appropriate, a next step may be given.

- House Points are awarded to acknowledge high standards of: Effort; Presentation and Attainment.

## 5. Assessment for Learning

Children may be involved in a self-assessment of their work prior to marking by the teacher. Children are encouraged to assess their work against a set of agreed success criteria during the plenary session. 'Faces' may be used to indicate to the teacher the child's perception of their level of understanding as follows:



I understand this well and feel confident about my work.



I have some understanding but feel that I need some more practice to become really confident.



I do not understand and need more help.

Children are encouraged to reflect upon their learning; they may be asked to write a sentence reflecting upon their learning, share their thoughts verbally or use the 'Plenary Placemat' .

Plenary Placemat

- *Today I have learnt that.....*
- *Before this lesson I could already.....Now I can.....*
- *The most important thing I learned today is.....*
- *In today's lesson I was successful when I.....*
- *Today I have tried to.....*
- *One thing I need to remember from today's lesson is.....*
- *I did not know how to .....but now I can.*
- *I have found out several things on the topic of .....*
- *Firstly, I found out that.....Furthermore, I found out that.....*

**6. Review**

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy created by staff and adopted by Governing Body	September 2007
Policy reviewed by staff and Curriculum Committee	biennially
Policy revised by staff and agreed by Curriculum Committee	July 2013
Policy reviewed by staff and Curriculum Committee	September 2015
Next review	September 2017