



Marfleet Primary School Marking Policy
June 2019

Things to Remember About Feedback:

- **Effective feedback occurs during the learning, while there is still time to act on it.**
- Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.
- If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.
- When we give a grade as part of our feedback, students routinely read only as far as the grade.
- Students need to know their learning target— the specific skill they're supposed to learn— or else "feedback" is just someone telling them what to do.

Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).

Feedback and Marking:

We aim to ensure that all children are given feedback in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Feedback will encourage learners to be aware of how and what they are learning. The emphasis in feedback will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Feedback will encourage the learners to be equally aware of 'how' and 'what' they are learning.

Key Principles and Guidance for Giving Feedback:

1. Establish ground rules on presentation, **the highest expectations for all!**
2. All work marked by a member of staff should be in **green (for growth)** and **pink (for positives)**.
3. End of year targets for both maths and literacy must be displayed at the front of each child's book alongside the writing tool kit.
4. Work marked by the children should **be in a red pen at KS2 red coloured pencil at KS1 (if appropriate)**. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.



Immediate feedback – at the point of teaching

Not just praise – must move the learning forward.

Doesn't need to be evidenced as long as it is clear how it has moved learning forward.

Summary feedback – at the end of a lesson/task

Can be in the form of written, verbal etc. as a when appropriate to move the children's learning forwards. There is no set amount for this.

Review feedback – away from the point of teaching (including written comments)

Every big write (once every 2 weeks) must be pink and greened and include a level and steps to help children reach their target.

At the end of each unit in maths - again must be clearly linked to the children's targets.

Spellings and Punctuation Errors

- Children **MUST** be encouraged to self-assess their own work and use aids such as spelling boards, dictionaries etc. to help them make their own corrections and make them in **red pen or pencil (if appropriate)**
- How the teacher corrects spellings should be individual to the child's needs and abilities. Some examples may be: *write the correct spelling in green and ask the child to write it 3 times, ask the child to find the spelling in a dictionary etc. etc.*
- Time should be given to pupils to correct, redraft, edit, add and respond.
- In literacy – children must be encouraged to use the tool kit.
- UKS2 – Spellings must not be corrected in books by a teachers of TA.