



Isaac Newton Primary School Marking and Feedback Policy



Introduction

At Isaac Newton Primary School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Our Marking Style:

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Whilst all work should be marked teachers do not need to give written feedback on each piece – when giving written feedback we will do so in line with the methodology outlined in **Appendix 1**. This will allow pupils to understand their progression and increase rates of progression. As such teachers should use the marking symbols (outlined below) where appropriate. Extended comments should focus on the strengths of the work (wow...) and the steps for development (now...)

The marking should always be in accordance with the lesson objective, success criteria and, increasingly, the child's own personal learning targets.

The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages. When commenting upon a child's work the wording should be clear and precise and should focus on only one or two key areas for improvement at any one time.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The school has explicit rules that apply to all pieces of work in each key stage (e.g. the date and title must be underlined, with the lesson objective at the top in Key Stage 2), and teachers will not accept the work unless these rules have been followed.

The extent of the teacher's response to a piece of work is determined **not** by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

Children should be encouraged to assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

Once marking has been completed pupils will be given the opportunity to respond – this will be by:

- Self correcting
- Extending work
- Redrafting
- Receiving a challenge

Our Marking symbols:

√√	This meets the learning objective/lesson criteria/targets set	
Sp	Spelling error (Child self-corrects)	
//	Start new paragraph	
^	Word Omission	
V	Verbal - Discussed with Teacher – there may be no visible marking	
I	Independent	
GW	Group work – there may be no visible marking	
S	Supported work	
○	Punctuation missing	
HP	Merit point	
😊	Well done, you have worked well	These can also be used for self assessment
😐	You need to work harder next time	
😞	You need to repeat this work	

When self assessing children will be allowed to put their own face and a traffic light colour to signify their view of the effort and quality of work produced

Teachers/teams may also use stamps in order to reinforce key points for learning. These will be discussed with the Team Leader and at SLT prior to their introduction.

Appendix 1

How we will mark:

Instead of:	The teacher will:	The pupil will:
Writing extensive comments	Gives one area of strength and one area showing the next steps: Wow... Now...	Review the “now” comments and check that these are corrected and referred to in future work
Giving a written comment and annotating work	Only write annotations in the body of the work This may be done with a highlighter without words	Write the wow and now comments to show they have understood the marking
Giving a written comment and annotating work	Write an overall comment with wow and now	Annotate areas of the work to show that they are able to make the improvements requested
Writing “well done you have” (repeating the L.O)	Put a double tick next to best parts of the work	Use talk partners to explain the reason for the double tick or refer to it in their own “wow”
Marking every question in detail	Mark a selection of questions based on AFL (areas of concern the teacher picked up during lesson or areas of concern pupils feedback to teacher)	Will highlight questions that they are finding difficult
Writing the same comment on each piece of work	Explain the issue with the whole class or focus group who have not understood	Modify understanding and demonstrate in next lesson
Writing a full solution	Write a hint	Try again checking work against the hint
Correcting work when pupil makes a small mistake	Will use circles to identify the mistake	Will correct based on own knowledge
Giving back work and moving straight on	Allow time for pupils to correct, redraft and retry work in order to “close the gap”	Will take the time to self assess and make corrections