

# **Westbury-on-Severn CE Primary School**

## **Marking and Feedback Policy**

### **1 Introduction**

- 1.1** At Westbury-on-Severn CE Primary School, our approach to Marking and feedback will be positively delivered so as to reinforce in pupils our core Christian value of perseverance. We will take a professional approach to the tasks of marking work and giving feedback on it. As a school, we have agreed our own symbols for giving feedback (see Appendix A). These have been communicated to pupils and will be displayed in each classroom. When used, the age and ability of the pupil will be taken into consideration, to ensure accessibility for all. All pupils are entitled to regular feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

### **2 Aims**

- 2.1** We mark pupils' 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 general picture of how far they have come in their learning, and where the way ahead lies;
  - offer them information on the extent to which they have met the lesson objective;
  - 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.

### **3 Principles of marking and feedback**

- 3.1** 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 pupil.
- 3.2** The marking should always be in accordance with the lesson objective.
- 3.3** The pupil must be able to read and respond to marking, and be given time to do so. Pupils will be given appropriate support to access and respond to marking, especially if reading is a difficulty.
- 3.4** Comments should be appropriate to the age and ability of the pupil, but will be developmental.
- 3.5** Teachers should aim to promote pupils' self-assessment by linking marking and feedback into a wider process of engaging the pupil in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- 3.6** Whenever possible, marking and feedback should involve the pupil directly. The younger the pupil, the more important it is that the feedback is oral and immediate

- 3.7 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.8 Feedback may also be given by a teaching assistant, or through peer review.
- 3.9 Feedback is provided through plenary too, and in group sessions.
- 3.10 Feedback may identify a pupil's key learning difficulties.
- 3.11 On the whole errors that were made by many pupils may not be the subject of individual comments, but should be noted in planning.
- 3.12 Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- 3.13 Wherever possible, teachers will use a blue pen to indicate elements of a pupil's learning that have met the learning objective or success criteria for the lesson, and a pink pen to indicate elements of learning that could be improved. These colours will be referred to across the school as 'Brilliant Blue' and 'Pink to Think'.
- 3.14 Pupils will use purple pens to edit and improve their learning. This will be referred to as 'Purple Polishing'.

#### **4 General advice to teachers**

- 4.1 The main objective of marking and feedback is not to find fault, but to help pupils learn. If pupils' 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.
- 4.2 A delicate balance has to be achieved. Pupils 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.
- 4.3 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 pupil is capable of, what the next learning stages involve, and what should now have priority.
- 4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.5 The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- 4.6 All work will be marked, sometimes with highlighter pens. Ticks are normal where work is correct and a dot where errors have been made.
- 4.7 Wherever possible, teachers establish direct links between oral or written praise and may award house points for any piece of work deemed worthy.
- 4.8 As pupils progress throughout the school they will become more involved in the marking process both individually and in pairs sometimes responding to checklists. The pupils may also be involved in setting some of the criteria for achievement and assessment.
- 4.9 When appropriate, pupils may mark their own, or another pupil's work, but the teacher must always review this marking. Marking their own work is usually

preferable, because when the teacher makes a point, the pupils need to be able to relate it to their own efforts.

- 4.10** Pupils should be encouraged to assess their work ahead of final marking, using prompts from the teacher to remind them of the learning objectives.


## **5 Monitoring and review**

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

**Signed:**

**Dated:**

**WESTBURY-ON-SEVERN CE PRIMARY SCHOOL****MARKING SIGNS AND SYMBOLS**

Sign/symbol:	What it means:
<b>C</b>	Capital letter
<b>sp</b>	Spelling
<b>P</b>	Punctuation
<b>VF / VF</b>	Verbal feedback given to help child to improve or explain what has been successful
<b>I</b>	Independent learning
<b>T</b>	Target
<b>R</b>	Resources were used to aid learning
<b>HP</b>	House point given to reward learning
<b>WS</b>	Support was given with the learning
<b>G</b>	Work completed as part of a group
.	An aspect of work that is incorrect
	Put correction in the box
<b>RTQ</b>	Read the question
✓	Answer is correct
<b>NNE</b>	Not neat enough
<b>RL</b>	Use a ruler
<b>T?</b>	Write in the target
<b> </b>	A new line
<b> P </b>	A new paragraph needed
<b>FS</b>	Finger space
<b>CHAT</b>	Come Here And Talk
<b>PM</b>	Peer marked
<b>MAG</b>	Marked as a group
...	Continue this idea in a bit more detail
<b>Purple writing</b>	Purple polishing pen used - pupil has corrected or self-corrected their learning
<b>Pink</b>	Pink to Think
<b>Blue</b>	Brilliant Blue

