



EASTRINGTON PRIMARY SCHOOL

Effective Marking and Feedback Policy

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Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Eastington Primary School.

Rationale

Eastington Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Eastington Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking and Feedback

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, although it is not expected that every piece will be marked in detail.
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give recognition and appropriate praise for achievement
- Give strategies for improvement
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

Immediate feedback is the most effective and is therefore more likely to be verbal than written. This dialogue focuses on successes, areas for development and to set targets for future learning. Children are encouraged to self-mark, where appropriate and work is often marked by staff, alongside children, to give instant feedback.

2. Quality marking

Alongside verbal feedback, staff respond to children's work by using comments and marking symbols (see appendix 1). Marking is carried out in green pen. Personalised focused comments are used in English and Maths to extend learning. This marking is more detailed and clearly explains positive aspects of the work (a star) and a 'next step' for the pupil to follow in order to improve and raise the standard of work (wish). The 'wish' can be where a response is needed or something to remember next time. Staff can also use stickers or stamps to provide feedback where appropriate.

3. Children's feedback and response time

We recognise the importance of children having the time and opportunity to and edit their work and respond to comments and questions posed in the marking. They respond in red pen to comments made or tasks set, to develop their learning further, thus creating a dialogue between teacher and child regarding the strengths and weaknesses in their work. We also encourage children to check their work and self-assess against success criteria or 'steps to success'.

4. Summative Marking

In the absence of in depth marking, summative assessment is used each lesson to show children whether they have achieved the desired learning outcome or not. A solid green line through the objective shows children that they have achieved the objective. A single green dot signifies that the child has not achieved the learning objective.

Marking and Feedback in the Early Years Foundation Stage

In the Early Years Foundation Stage, teachers focus on giving verbal feedback to pupils. In addition they:

- Mark work with stickers and stamps
- Carry out written observations of children as they learn through play
- Annotate work and photographs of the children taken by staff
- Hold regular discussions with pupils about their work
- Assess specific learning objectives after an adult led task (see focused activity plan)
- Upload photos and observations into Tapestry which are shared with pupils and parents. Parents can also share photos and observations onto Tapestry where staff can comment and link to EYFS assessment.

Throughout the academic year staff use information and evidence gathered from the methods above to assess the children against the Early Years Foundation Stage criteria.

Monitoring, Review and Evaluation of the Policy

Marking and Feedback will be monitored by the Senior Leadership Team and will form part of our annual monitoring cycle. This policy will be reviewed bi-annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1

Marking and Feedback Codes:

In the text	In the margin	Meaning of symbol
^		You have missed out a word
○ (Circled)	P	You have forgotten a punctuation mark, or perhaps used the wrong one.
_____ (underline the word)	sp	Spelling mistake
~		Finger space needed
//		New paragraph needed
* *		A section within asterisk marks means that this section is not clear. Read again and check it makes sense.
✓	✓	Good idea / point

At the end of the work:

VF	Verbal Feedback given
S	Adult support given
V	Verbal support / prompt
I	Independent work
☆	Star - Positive point
Ⓢ	Wish / Next step – this can be where you need to response or something to remember next time.