



ALBOURNE C.E. PRIMARY SCHOOL

Marking and Feedback Policy

On our learning journey together.

Article 28 of the UNCRC states that: Every child has the right to an education.

Introduction

This policy has shared written by the staff to clarify feedback and marking and its role in children's learning. We believe that the marking of learning is part of the learning process, and are aware of research that supports this. It provides both the teacher and learner with essential information to support this process. This policy supports the school Teaching and Learning Policy.

Definition of Feedback and Marking

This can be written or verbal. It can take many forms including the annotation of a piece of learning that provides feedback, gives deserved praise against a specified learning intention in relation to given success criteria, alongside suggestions for next steps in learning.

Purposes of Marking

- To give the learner feedback on their learning.
- To inform the learner of the way forward.
- To raise the self-awareness of their next steps for learning.
- To inform the teacher's future planning.
- For assessment purposes - both summative and formative.

We believe marking is most effective when

- The child is the first marker, and has read through to assess and improve the work
- It is completed before children come back to the work
- It relates to learning intentions which are shared with the child and criteria for success are understood
- There is a consistent format throughout the school.
- It is completed with the learner where possible.
- It recognises achievement
- It is precise and age/stage related
- Dedicated time is built in as appropriate for children to respond.

Children need to understand that all work should show continuous learning beyond the specific learning intention.

We have agreed that

- Where it is appropriate marking and feedback can be completed through children's own self-assessment, peer assessment, teaching assistants who are working with a group, or teachers
- Marking is most effective during the process rather than marking the outcome.

Format for marking/feedback

Marking can be verbal or written. Verbal feedback should be indicated with a VF.

There should also be an indication of the level of support given ie I for independent, S for supported, U for unaided.

Written marking may consist of:

- ✓ within the text that indicate where LI is used, or other features such as good word choices/achievement of own target.
- Comments/symbols that indicate what has been completed well in the context of the learning intention (symbols for writing - see Appendix 1)
- Next steps to close the gap
- A request for a further piece of work/sentence/response to be completed.

Verbal feedback by a marker may be shown by initialling the piece of learning. Oral learning will be marked orally. Verbal marking will be at least one of the following:

- Evaluation
- Comments for feedback and to suggest the way forward

Making Marking Manageable

It is the teacher's responsibility to provide feedback which extends and supports learning.

Observations from TA's will inform these comments and are valued by the class teachers. Planning/ observation sheets/stickers will be available for this purpose.

Other suggestions for making marking more manageable include:

- Using opportunities for children to self mark and peer/pair mark.
- Mark with the child when appropriate, encouraging other children not to disturb teacher and learner
- Sometimes the children will use their targets to self assess.
- Focus specifically on the learning intention.
- Mark as part of a lesson or use the plenary sessions to mark work with the whole class.
- Verbal feedback may be more appropriate
- Mark as you are teaching a focused group

All work should be initialled to show it has been seen , including work that has been marked by a teaching assistant

Children should receive feedback for independent work.

Subject specific marking for Mathematics

- ✓ Correct
 - Look again

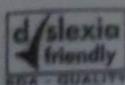


KSI Marking Code

Teachers and teaching assistants should write ^{ws} to show when work has been supported and indicate what support was given. For example if the teacher reminded the child about a full-stop, this should be written on the work or a [⊕] above the full-stop.

Independent work means the child has chosen to carry out their own task, not that they have completed it unaided.

	things I can do well
	next steps
	finger spaces
	capital letter
	missing punctuation
	letters/numbers/words to practise
	re-read writing
	add a missing/describing word
	find a better word
	new line (paragraph)
	insert extra information
	independent work
	check spellings



WEST SUSSEX COUNTY COUNCIL

