Marking and Feedback Policy*

*See also Assessment Policy

Marking is an integral element of teaching throughout the school. It is a response to pupil's work and an important part of the assessment structure. Work is marked in all subjects, giving either written or oral responses.

Aims and Objectives

The aims of the school marking policy are:

1   For teachers to ascertain a child's attainment level.
2   To inform pupils of their attainment level.
3   To demonstrate to children how they can improve their work.
4   To suggest to children how further progress can be made.
5   To encourage pupils in good quality work / presentation / improvement / individual effort.
6   To act as part of the overall assessment programme
7   To show an awareness of other peoples' ideas and beliefs irrespective of gender, race, disability or academic achievement.

Whole School Approach

In order to be meaningful and effective, feedback and other responses must be prompt and fair. To ensure continuity throughout the school the following guidelines and marking codes have been agreed:

1. Feedback, if written, will be clear, neat and in green pen;
2. Pupils will have a shared understanding of how work has been marked including what they have done well and what they need to do to ensure continued improvement using a star and arrow (see below);
3. Stickers and housepoints may also be awarded for effort, improvement and quality of work;
4. Outstanding work, may be recognised with a Hedteacher's sticker.
5. Time will be given for children to read and respond to written comments.
6. A marking code will be displayed in all classrooms and children will be made aware of it. A copy of the code should be stuck in homework diaries to ensure familiarity.
7. Consideration is given by class teachers as to the subject and the age of the class regarding the appropriateness of the code.

Marking should:
1. Inform children what they have done well using the success criteria or lesson objective.
2. Set achievable targets on what or how they can improve
3. Diagnose patterns of errors when appropriate e.g. spelling, misuse of capital letters, maths method etc.

In keeping with the Dormer House student motto, marking will state what the child can do or has achieved using a star and will give the teacher the opportunity for praise. An arrow will then be used to highlight targets for improvement to be used by the teacher and child for future reference.

Whilst it is not expected that every piece of work will be marked in detail, this approach will be used when marking certain tasks as appropriate and will be adopted across all subject areas to ensure continued progress and academic rigour across the curriculum. When necessary, pupils will be given the opportunity to respond to feedback for example if a question has been used that requires a response.

Once a task is completed it is marked, and feedback should reflect whether the success criteria have been met or not. Feedback should be written but oral feedback can usually be expected in practical subjects: Art, Music and P.E.

Self-marking or Peer-marking

When appropriate pupils will be given the opportunity to mark their work or the work of others e.g. tables tests, spelling tests and other closed exercises. Allowing pupils to mark their own work gives ownership of the learning and increases their awareness of areas for development (targets); by peer marking they can enjoy shared ownership of the learning by giving some points for action or simply acknowledging their achievements. There is also the added bonus that it reduces the marking workload.

Spelling

It has been agreed that both common high frequency words and subject specific spelling errors should be identified and practised by children. Pupils should be familiar with subject vocabulary and know how to spell appropriate words.

English

Although the work of Reception and Year 1 will be marked with a tick or house points, comments will be verbal until the child is reading. From Year 2 on teachers should use the marking code. Creative writing should be marked sympathetically, adhering to the learning objectives of the lesson. For written pieces feedback should be given either orally or in written form with appropriate rewards or learning advice.

Maths

Reception: Verbal comments are made. The teacher makes corrections where relevant.
Years 1 & 2: When work is incorrect, a line is put in for the child to reattempt the question or verbal comments are given. Written comments are given when support is needed.
Years 3 – Year 6: All work is marked with a tick, a cross or a dot. However, if a pupil has failed to understand and is in danger of getting a page of crosses or dots, a written comment is made and the child seen for further explanation. Work is

annotated, where appropriate, with comments that are constructive and encouraging. Teachers reward good work in a form appropriate for the age of the child. Corrections are done when it is deemed helpful to the child's understanding.

Special Educational Needs

This policy applies to all children. Clear feedback, verbally and in writing, is especially important to pupils requiring Learning Support. The comments will make a difference if they are precise and relevant to a particular child's needs and they can be closely linked to Individual Education Plans.

The following marking code has been adopted for use in all subjects.

MARKING CODE

CT	Class teacher support given
TA	Teacher Assistant support given
I	Worked independently
H	Take care with your handwriting and presentation
P	Punctuation error
Sp	Spelling error
//	Start a new paragraph
✓	Correct, correct usage or noteworthy vocabulary choice
+1 or 1HP	1 House point awarded
✱	Recognition of what has been achieved
⟶	Identification of one or more targets for development
✓ (speech bubble)	Oral feedback given where applicable

IF REQUIRED

HW	Homework
BW	Board work or collaborative work

This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.

Signed: **Date:**