

# **Fourlanesend Marking & Feedback Policy – to be read alongside our Assessment Policy**

## **Introduction**

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

This policy belongs with the set of policies on Assessment, Record Keeping and Reporting. It also takes into account the school's policy on Equal Opportunities. This policy has whole school agreement and parents and children were consulted when developing this policy.

## **Aims and Purposes**

Marking should advance pupil progress and outcomes.

Marking should be meaningful, manageable and motivating.

Marking indicates children's values

Marking encourages honest self-assessment (SA) and peer assessment (PA) giving children ownership of their learning.

## **Implementation**

Work is :

Marked in red pen so children can easily distinguish the marking from the work and whenever possible with the child concerned.

Marked using a tick, dot or cross (at teachers' own discretion).

Teachers will use their professional judgement as to the amount and type of objective-led errors indicated in any single piece of work.

Up to 5 spellings can be indicated for the child to repeat in line with age related expectations (unless there are specific individual needs), ensuring high expectations for rapid graspers across the curriculum.

There is an expectation that if they can read a high frequency word, it should be spelled correctly.

Verbal/written feedback to inform on punctuation and grammar

Zero Tolerance – if written work is not to standard expected children will be asked to redo it. If an expected spelling is spelt wrong, children to spell it correctly themselves.

Marking will be handed back before/ in the next lesson to encourage discussion of learning, any misconceptions and next steps for progress. Misconceptions will be identified in marking but may also be put on the beneficial blunder wall impacting on future whole class learning and facilitating and celebrating learning from their mistakes.

The teacher's professional judgement is the key factor in all assessment. Therefore, marking will often be judgemental and selective in order to foster positive attitudes in our children.

Children will be encouraged to mark their own/group work, in green. Self-assessment and Peer assessment has an important role in the school's practices. Within KS1/F this will be mostly in the form of talk/writing partners with an expectation of written comments further up the school.

Children's editing improvements and responses are written in green.

Supply teachers should mark all set work according to this policy (which is supplied) and return it to the class teacher. However, if they're not marked to the standard required, class teachers will not be responsible for retrospective marking.

House points will be awarded to recognise achievement and effort, not only in their class work but also in other aspects of school life.

For positive feedback, teachers use, for example, a tick, smiley face and for next steps teachers use, for example, sideways arrows, thought bubble or NS.

Verbal feedback can be given and is indicated using a stamp or VF. If appropriate, it can be accompanied by a pupil's response e.g. SA or green pen or an improvement in work that follows.

Presentation is monitored and if it falls below expectations then a P is used to indicate this.

Handwriting, punctuation and grammatical features should be at least at the expected age-related level (unless a specific need) and where this falls below expectation, work will be repeated.

A Jottings stamp is used to indicate work that is exempt from our regular standard of presentation (see handwriting policy). Jottings are used as part of teaching of life-long learning, for example, a quick calculation and notes made at speed.

In FS and for additional specific children with learning needs, an I is used to indicate independent work.

The assessment stamp can be used instead of written feedback when assessment has been undertaken and recorded (on planning, in record book, on DC Pro).

Assessment criteria, checklists, marking ladders can be used across the curriculum

## **English**

Marking ladders/checklists at the end of units will provide opportunity for assessment.

Quality marking will normally occur towards the end of the unit and will be appropriate to the level of the children.

Opportunities for peer and self-assessment will occur throughout the unit.

## **Monitoring**

Marking will be monitored through discussion and work scrutiny as part of our school development plan. This will be completed in staff meeting through book looks.

## **Review**

This marking policy will be reviewed in spring 2024 or in line with local or national initiatives or the School Development Plan.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These are integrated and embedded throughout all subjects.

Dated: Autumn 23