

**Sheringham Primary School**  
**Marking and Feedback Policy**

**September 2011**

**Principles:**

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
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**Who is involved:**

Leadership Team / Strategy Team / Inclusion Team: monitoring, evaluation and inset

Partnership Teachers: modelling good practice

Class Teachers: giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Learning Support Staff: marking in line with the Learning Intention, commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy

**Guidance for marking by teachers:**

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the learning intention / success criteria
- in year groups teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom.
- the use of **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work
- positive comments and guidance to pupils to moving their learning forward
- pose an open question specifically related to the L.I to think about next steps

- a correct example given by teacher
- a request to do some corrections
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of the visualiser and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- LSAs working with groups can mark their work
- time allocated for conferencing with pupils

### **Notes:**

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

### **Guidance for Peer / Self Assessment:**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems
- Thumbs up / thumbs down
- use of green (positive) and pink (development) highlighters
- or any developed as appropriate to the activity.  
(Refer to Shirley Clarke, 'Formative Assessment in Action' Chapter 5 )

### **Expectations**

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

### **Detailed marking:**

- For Literacy and Maths, there should be a fair balance of teacher and child marking (see below).

- Teachers should also be conscious of checking the quality of peer and self assessments made by children
- For Literacy and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- In each subject area each child should have one piece of work marked in detail once every week at least, one piece of self and one piece of peer assessment in their books.
- Extended writing should be marked in accordance with the Literacy Policy.
- Cover/Supply teachers need to mark and initial all work

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

### **Alternative Ways of Sharing/Celebrating a Child's Success**

- openings of lessons
- mini-plenaries eg Why is this good? (Refer to success criteria)
- plenaries and use of visualiser
- Year Group Assemblies
- Achievement Awards
- Display
- RM tutor – share work from laptops

### **Monitoring:**

Marking and feedback will be monitored by senior management, and the Strategy Team, through taking in samples of books and through lesson observations.

This policy will be reviewed throughout 2011/2012 in relation to ongoing action research and the Teaching and Learning Policy.