

Shurdington CofE Primary
Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Marking and Feedback Policy

Shurdington Church of England policies are written in the spirit of Christian values

Agreed by Governors: October 25

Review Date: October 2026

1 Introduction

At Shurdington Church of England Primary School we take a professional approach to the tasks of marking work and providing feedback. All children are entitled to regular and comprehensive feedback on their learning. All teachers will mark work and give feedback as this is an essential part of the learning process.

2 Aims

2.1 We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- Offer them specific information on the extent to which they have answered the key question (lesson objective), and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their areas for improvement and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis for both summative and formative assessment;
- Provide the ongoing assessment that should inform our future lesson planning.

3 Principles of marking and feedback

3.1 We believe that assessment for learning should happen during and after every lesson. It should inform where we go next and be integral to our long-term planning.

3.2 Children are expected to do their best with every piece of work. As all learning is important all work should be marked, however this may take the form of:

- a simple tick at the end of the piece (or each question in maths)
- a simple comment
- stamp or agreed symbol e.g. VF if verbal feedback was given (see appendix)
- peer or self-marking
- 'quality marking' (see below).

- 3.3 The process of marking and offering feedback should be a positive one, with emphasis given to recognition of the efforts made by the child.
- 3.4 The marking should always be in accordance with the key question and the child's own personal learning targets.
- 3.5 The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- 3.6 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages. We keep our comments succinct and avoid writing long pieces of prose at the end of a piece of work.
- 3.7 Written work should be 'quality marked' at least once a unit in English. Children should be given a 'Now' question to answer to improve their work and extend their learning. This "quality marking" should be used when the teacher feels it will have the most impact within the unit. Within each English unit up to 3 target spellings should be identified within the 'Cold Write' and then assessed in the 'Hot Write'.
- 3.8 In Maths there should be an opportunity for the children to improve their work and extend their learning by answering a Now question regularly (at least once a unit).
- 3.9 Other subjects should also be 'quality marked' at least once per unit.
- 3.10 Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

4 Pointers to effective classroom practice

- 4.1 The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2 Feedback questions should be worded sensitively and pupils should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.4 When appropriate, we make every effort to briefly assess and give feedback during the lesson.
- 4.5 Ticks are normal where work is correct, dots are used where errors have been made. Other symbols may be used once their meaning has been explained, please see appendix for relevant symbols.
- 4.6 Wherever possible, teachers should establish direct links between oral or written praise and the class and school rewards systems. However, although boosting motivation, we understand that stickers and stars in themselves do little to close gaps in understanding, or to bring about improvements.

- 4.7** Children should be encouraged to assess their work ahead of final marking, using prompts and reminders of the key questions, success criteria or personal writing targets. This helps the children to self-reflect at each step of the learning process. When writing targets are met this should be identified in books.
- 4.8** In addition, the children might indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.9** Verbal Feedback offers a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.10** Teachers will indicate spelling, grammar and punctuation mistakes in the following cases:
- If spellings and grammar were part of the lesson focus;
 - If it is a spelling or punctuation that all pupils should know;
 - If it is something related to the child's target.
 - If the spelling is a piece of key vocabulary for that subject.
- 4.11** Teachers will comment in relation to pupils' handwriting and presentation when standards have slipped below those expected of that particular child.

5 Monitoring and review

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every year.

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:

Appendix 1: Marking and feedback symbols to be written in margin (please don't indicate actual mistake but allow children to find own errors).

<i>Symbol</i>	<i>What it means</i>
<i>IW</i>	<i>Independent work</i>
<i>WS</i>	<i>Supported work (with support)</i>
<i>VF</i>	<i>Verbal feedback</i>
<i>CL</i>	<i>Capital letters need to be checked</i>
<i>FS</i>	<i>Full stops need to be checked</i>
<i>F/S</i>	<i>Finger spaces need to be checked</i>
<i>P</i>	<i>Punctuation need to be checked</i>
<i>Sp</i>	<i>Spellings need to be checked</i>
<i>Gr</i>	<i>Grammar needs to be checked</i>
<i>T</i>	<i>Target seen in work</i>
<i>S</i>	<i>Supply teacher</i>