

Robert Arkenstall Primary School

Feedback and Marking Policy

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

pursue possibilities; love learning

This policy is published on the School website, stored on the Network: Staff Share and is available on request from the school office

Governor Committee	Curriculum & Standards
Reviewer	R Fisher
Ratified	March 2021
Review period	1 year or as curriculum changes
Next review due	March 2022

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Feedback & Marking Policy

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the children.

Principles:

Marking should:

- Provide meaningful feedback to the child/children
- Highlight areas for development / improvement / correction
- Enable the teacher to record progress related to learning objectives
- Be relevant to the task and Inform future planning of lessons
- 1:1 verbal feedback is always preferable
- Peer marking is a valuable tool

Verbal Feedback

We recognise that the most effective method of feedback is immediate and verbal.

Where possible, verbal feedback will be given to children during the lesson. Verbal feedback may be individual, group based, or to the whole class. Time should be allowed for children to respond to feedback from the teacher.

Written feedback

Written feedback may be given in children's books. Any marking in books should be completed in accordance with the Marking Annotations Guidelines for KS1 and KS2 (see appendices 1 and 2).

Day to day

'Light touch' marking will refer to the learning objective either by a tick or a highlight.

At the end of a lesson teachers should make notes on the 'Whole Class Feedback' form, which they will then use to inform the next step in their planning and should have an immediate impact on the next lesson. Teachers should identify children showing mastery of the objective, children who need more support, common errors to address with the class, any presentation issues to address, and any particularly good examples to share. This sheet should also note specific observations about pupil premium children, including any additional support given.

The Whole Class Feedback forms should be kept in a folder in the classroom.

The next session in that subject should allow time for feedback and immediate response from the children. This feedback and response may be incorporated as part of the next lesson, or as an adaptation of future planning.

Peer marking/editing

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school.

'Deep Marking'

In writing, 'Deep marking' may occur at the end of the writing process and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for

example high frequency words, spellings, punctuation, handwriting, layout etc. Children should always be given time to read and respond to written marking, in order that the feedback provided has maximum impact on learning.

Work intended to be assessed as independent writing work

Crafting and making improvements to writing are a key part of the National Curriculum and feedback marking should therefore be part of developing this writing too. However, feedback in this situation must require the child to make choices and decisions for themselves about how to improve, so for example 'have a think about the adjectives you have used' is ok, but 'change the word "nice" to something more interesting' is too direct.

Spelling

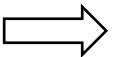




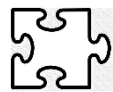

Errors in common spellings, HFW and taught spellings can be indicated by any adult in class, for correction by pupils, who may use word books, dictionaries and personalised spelling resources. Spelling is best corrected at the point at which the errors are made, i.e. throughout a lesson. Access to spelling resources should be common practice for all subjects. Children should be encouraged through all forms of feedback to take pride in spelling accuracy and editing skills.

Written Marking Guidelines

- We have agreed that adults will mark the work in green ink, during the lesson wherever possible.
- Written marking will be in accordance with the Marking Annotations Guidelines for the appropriate key stage (*see appendices 1 and 2*).
- Both teachers and teaching assistants will be responsible for acknowledging work in green pen and giving verbal feedback during lessons. There is no need to initial work, or provide any written evidence of verbal feedback. ***The Audience for marking is the children.***
- KS2 Children may edit or mark their own work using a pink 'polishing' pen.



Appendix 1

Key Stage One Marking Annotations

Symbol	Description	Meaning
✓	Tick	This means correct. In English it may indicate something particularly good.
•	Dot	This means incorrect/think again.
	Arrow	Moving on or closing the gap comment to respond to.
ABC	Capital ABC	Check you have used capital letters
	Full stop with a box around	Check you have used full stops.
	Pencil	Remember to write neatly and form your letters correctly.
	Finger	Remember to use finger spaces.
<i>abc</i>	Lower case abc	Check Presentation
	WB in a book	Remember to use your wordbook
	A jigsaw piece	Connectives
→ sp	Arrow and sp	Check your spellings
	Explosion 'callout'	Adjectives

Appendix 2

Key Stage Two Marking Annotations

Symbol	Description	Meaning
✓	Tick	This means correct. In English it may indicate something particularly good.
•	Dot	This means incorrect/think again.
~~~~~	Squiggly line	Identifies a spelling which is incorrect. Use a dictionary to support you finding the correct spelling.
	Word(s) or part of word is circled	Specific correction. May be addressed through VF.
S	S	This means something doesn't make sense and should be corrected.
P	P	Punctuation needs attention. You should look along the line to find out where, and correct it. Punctuation may be missing or incorrectly used.
T	T	This indicates that you have used verbs in the wrong tense. You should write the correct tense verb above the incorrect one.
C	C	This means you have missed a capital letter. A small line may indicate where.
//	Double forward slash	This may be used by yourself or the teacher to indicate a new paragraph.
^	Arrow in the sentence	An arrow indicates a missing word or letter
	T in a speech bubble	This shows that you have been given verbal feedback by a teacher or teaching assistant

**Appendix 3**

Robert Arkenstall Primary School

Whole Class Feedback Sheet

Date:

Lesson:

<b>Work to Praise/Share</b>	<b>Need Further Support</b>
<b>Presentation</b>	<b>Common Errors</b>
<b>Pupil Premium</b>	
<b>Misconceptions and Next Lesson Notes</b>	