

# **Huttoft Primary & Nursery** **School**

## **Marking and Feedback Policy**

Huttoft Primary School

# **Huttoft Primary & Nursery School (Academy)**

*'Building Foundations, Enabling Discovery, Broadening Horizons'*

## **Introduction**

1. This Policy reflects the marking techniques and working practices at our School. It reflects the consensus of opinion of the whole staff and has been approved by the Governing Body.
2. This Policy outlines the purpose, nature, rigour and management of marking at our School.
3. The implementation of this Policy is the responsibility of the Headteacher and all teaching staff.
4. Supply/student teachers are given a copy at the start of their work/ placement of the policy and are expected to adhere to it.

## **Aims and Introductions**

- To give praise and encouragement to all children.
- Marking will contribute to the assessment of children's learning and will help teachers gain information for future planning.
- To provide a point of discussion with children.
- To encourage self-correction and for upper KS2 pupils, self assessment.
- To clearly demonstrate an area that a child can be working on to improve their learning next time.
- Marking will be in conjunction with the Learning Objective for that lesson/piece of learning and to signal age appropriate spelling, punctuation and grammar.
- To measure progress against targets

## **Entitlement**

1. All marking will be consistent with the child's proven ability.
2. Written comments will be made where the teacher considers it is appropriate. All comments will be mainly positive and should encourage improvement in line with the lesson's Learning Objectives and therefore, for future learning. Comments will be recorded using the school's handwriting style.

3. Children's learning will be marked in a colour that will be noticed by the children.
4. Maths learning will be marked using a tick, a dot, a question mark, or a cross as appropriate. Comments should be clear for the child and directed to the learning objective.
5. In written work, i.e., learning recorded in exercise books or on sheets regardless of the subject, spelling and punctuation will be corrected as appropriate to the age and ability of the child. Reference to taught SPAG foci should also be included in the marking.
6. Marking in infant classes is based on the use of familiar symbols to show children what they are successful with and what to remember for next time (see appendix 1 to this policy below for an example).
7. Not all errors are corrected.
8. Children should be encouraged to look for mistakes. There are occasions for children to mark their own learning and to share with a partner – whilst this is at the teacher's discretion, oversight should be exercised.
9. Children should be encouraged to read and sometimes respond to any written comments so they know what they can do to improve. Junior pupils initial or tick the teacher's comment to show they have read it and respond if appropriate. Younger children respond with a smiley face to indicate that they have read and understand. Some younger children and others e.g., with SEN, will have their comments read out to them – they may respond with a smiley face/tick or initial.
10. Group or whole class errors/weaknesses in learning can be shared orally e.g., as an outcome from Writing.
11. Good work and effort is recognised by the award of a 'Merit' which is annotated on the child's learning.
12. EYFS and National Curriculum Assessments are made in addition to regular marking.
13. Marking should reflect progress with areas of weakness that have been recorded in previous marking or targets.
14. Children showing signs of meeting their individual targets should have that stated in marking.
15. The words 'with support' will not be recorded, instead phrases like....'X and I worked together on this.....' (teacher only) or 'Help was given with this.....' or 'Guided' work' will be used as appropriate.
16. Learning completed during PPA cover can be, and usually is, marked by the member of staff leading the lesson. In either case the class teacher will review each child's learning in this (these) subject(s) regularly by a discussion or recorded notes between class teacher and staff member.
17. Student and visiting teachers will be issued with an orange pen for their marking.

## **Feedback**

- Feedback (verbal or recorded) should be informative “you need to.....” or “next time try.....” or “did you really challenge yourself there?”

Teachers’ marking must guide pupils to reflect on the progress they have made and on their emerging needs.

Feedback must be given regularly to pupils, both orally and through accurate marking. Pupils should be encouraged to respond to feedback.

## **Review**

The Headteacher and staff will review this Policy annually

## Appendix 1

### Thank you for looking at my Literacy book!

Mrs. Peet uses lots of pictures to help me understand what I'm learning about, what I've done well and what I need to do next time to make my work even better!



Lizzy Ladybird reminds me what I'm learning



shows me what I've done well



Look at the pictures below – Mrs Peet draws a **green** bubble around some of the pictures to show me what I need to think about in my next piece of work.



remember to use a capital letter at the beginning of a sentence



remember to leave spaces in between the words



remember to use a full stop at the end of the sentence – if it makes sense



remember to form letters correctly



read your work to make sure that it makes sense



remember to segment words to help to spell them



make writing a little smaller for Mr Small!

abc please sit the letters on the line



make your work neater for Mr Fussy!