



Marking and Feedback Policy

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Edward the Elder Marking and Feedback Guidelines



SYMBOL	STAFF INTERPRETATION
Teacher's/TA initials	This will be written underneath every piece of work, if the teacher is different to the usual teacher, indicating who has taught and marked the work
(G)	This indicates a group/child was heavily guided through the work
(I)	This indicates a group/child worked completely independently following the initial teaching
	If neither G nor I are indicated, it is assumed children were taught and then given the 'usual' level of support expected in a lesson, through mini plenaries, STL reminders, minor support etc.
(S)	Taught and marked by Supply Teacher
(St)	Taught and marked by a Student
(V)	Verbal feedback given
✓	Work completed correctly
✓✓	Excellent example
•	Wrong answer/check again
spelling <u>speling</u>	Incorrect spelling underlined and correct spelling written on top – only correct words that pupils are expected to know (eg CEW words, spellings covered in phonics and additional lessons). Not all spellings will be corrected – the number of spellings to be corrected should reflect the child's capabilities.
LO 😊	LO Met
LO 😐	LO Getting There
LO 😞	LO Not Met
*	Indicates a next step

Marking Guidelines

- Work will be marked using a red pen, following the above codes.
- Feedback will be written and/or verbal and will focus firstly on the LO.
- Marking should identify the pupils' **strengths** (not just weaknesses!) and positive comments should be recorded.
- If the learning objective has been achieved then the marking will provide a 'next step' designed to move pupils learning forward, if it was not achieved marking will guide pupils through the misconception and provide reinforcement tasks.
- Staff should use the STA guidelines/NC and Development Matters to identify areas for next steps.
- Marking, where possible, should be differentiated and appropriate for the ability and age of the pupils.

Examples of different marking types:

- A reminder prompt, 'how do you think...?'
- A scaffold prompt, a direction/order, focused question, start a sentence
- An example prompt, pupils are given a choice of words/phrases they might choose
- Teachers will give pupils time to respond to marking and will remark children's responses, creating a dialogue where appropriate.
- 'Next steps' or 'gap' marking will not be given for every piece of work, but where teachers feel this is most appropriate.
- Pupils will be encouraged to self and peer assess using through positive and next steps statements, linked to the LO.
- Teachers' marking should act as a model for pupils' work (correct spelling, grammar and neat handwriting)

Pupils' confidence and self-esteem is enhanced through positive praise and individual staff/ year groups are free to use their own judgement over the systems used to reward pupils' achievements in-class such as stickers, stamps or raffle tickets.