



CHINLEY PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Introduction

At Chinley Primary School, marking is seen as an essential part of our continuous assessment process to ensure that children are challenged and supported in their learning. High quality feedback is integral to ensuring that pupils make progress over time and can see clearly, where they need to improve in order to do this.

Aims

Our marking policy aims to ensure a consistent and meaningful approach to providing feedback to our pupils. Our policy aims to ensure that all feedback (oral or written) should help pupils make progress, encourage them to strive for high achievement and build self-esteem by:

- Using marking as a tool for effective planning for next steps to learning, this might be extension or consolidation.
- Highlighting and celebrating their successes, by making explicit what they have done well
- Indicating aspects of their work that need further development – feedback linked either to the learning objective or on-going targets.
- Feedback, which provides further challenges for the children to extend; reinforce; revise or support progress and understanding.
- Valuing their work and providing an audience for it

In practice, staff must be aware that:

- Feedback should be selective and focus upon the learning objectives shared with the pupils at the start of the lesson or with their on-going targets.
- Oral feedback is the most powerful due to the immediate nature and accessibility for all.
- Errors should be viewed as part of the learning process and used as a source of evidence for teaching and learning
- Written comments should be recorded neatly and clearly
- The tone of any comments should be essentially positive and constructive; pointing out achievements and areas for development in relation to the learning objective has maximum impact
- Wherever possible feedback should take place “on the spot” alongside the pupil or for the next lesson. In Early Years marking will, where possible be alongside the child
- Pupils should understand the approaches to marking used in the school.
- A marking code is used for manageability and consistency.



CHINLEY PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

General Procedures for Marking

- Work should be marked in a contrasting colour to the pupil's work
- At KS2 when a teacher needs to discuss an aspect of work with a child, this should be made clear.
- Time should be factored into the daily timetable; often at the start of a new lesson, so that the children can follow up on feedback and marking. This might be a challenge, revision/reinforcement opportunity or to complete some corrections.
- Each class will display a chart showing agreed marking codes, which are explained at the beginning of each school year and revisited throughout the following terms. – see Appendix 1.

Principles of Feedback and Marking

There are certain expectations for the levels of feedback that are progressive across the Key Stages:

- In Early Years and Year 1, it is expected that feedback will be verbal; this should be recorded as so in the children's books.
- Marking should inform future planning; it should identify when greater challenge or further consolidation of a concept is required.
- In Year 2 and through KS2 it is expected that pupils will be taught to respond to feedback as part of the marking process.
- Feedback should be meaningful and support pupil progress.

Mathematics – no written comment marking

In mathematics, we adopt a process of not writing comments when marking.

Every book is checked after every session and a RAG sheet (red, amber, green) is completed alongside next steps comments dependent on a child's individual achievement. These next steps then inform the planning for the next day, or in some cases, the same day.

The teacher will plan activities to consolidate or extend the children dependent on what they have seen in the books and where required, an intervention or pre-teach activity will take place, ensuring every child makes progress against the learning objective and receives the support they need to do so.

The children are involved in the process by self-assessing their progress before RAG rating their own work ahead of teacher marking. This ensures that the teacher is already guided to those children who may need additional support before marking begins.

Every book is ticked or initialled by the class teacher to show the child that their work has been seen.

Teachers are still welcome to make comments as they wish, however these should only be when significant support is required or where the comment will quickly promote progress.

Marking English

At Year 1, Year 2 and throughout KS2

Incorrect words (max 3) selected for specific reasons should be corrected above the word and the letters "sp" written in the margin. Where applicable, children should consult a dictionary to find the correct spelling of misspelled words, which should then be written at the end of a piece of work. These corrected spellings should be copied out three times – using look, cover, remember and once from memory at the bottom of the page.



CHINLEY PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Pupils should complete these using 'purple pen' in order that the class teacher can quickly check that feedback has been responded to.

Reception and Year One

There is a flexible approach to marking in Reception and Year 1 which develops during the year to suit the needs of the class and/or individual children; taking into account maturity and emotional development. Pupils should be trained to understand the marking symbols in Appendix 1.

The implementation of this Policy is the shared responsibility of all staff. Parents will be informed of the Policy requirements and a copy will be available on the school website. Class teachers must bring this policy to the attention of any adult supporting children including teaching assistants and student teachers.

Monitoring

The policy will be monitored by the Headteacher and subject leaders, and evaluated every 3 years by all staff.

Policy written by Peter Lambert

Agreed by Governing Body – minutes number: CC08/040325a

Review date: 04.03.2028



CHINLEY PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

APPENDIX 1

Notation to be used when marking:

Early Years and Year 1

Literacy

I Independent

S Supported

Mathematics

I independent

S Supported

Key Stage 2

Notation to be used when marking:

V verbal fed back

I independent work

S supported work

- Teacher always uses a different coloured pen for marking than the children.
- Children to respond to marking and feedback using a 'purple pen'.