





St. Margaret's
C of E Primary School

Marking and Feedback Policy

September 2023



Policy date: September 2023

Review date: September 2026

Rationale

Marking and responding to children's work is a crucial component in assessing their performance progress, levels of attainment, and ultimately, raising standards. Effective marking serves to inform and enable staff, pupils and parents/carers in this process.

The way in which feedback is provided to pupils through marking can significantly impact their own judgements and feelings about their levels of attainment and achievement and the ways in which they work. Therefore, all comments, regardless of form, must be constructive and based on evidence that pupils understand and can relate to.

Marking is a critical aspect of the assessment process and reflects the school's objectives of promoting the highest possible standards for each pupil. The marking policy aims to foster a positive self image and increase pupil independence in learning.

At St Margaret's Primary School, we aim to support pupils in reaching their full potential through effective marking practices while promoting a culture of high expectations and continuous improvement.

Aims

The aims of marking and responding to pupil's work are designed to support their ongoing learning and development. The primary objectives of marking are:

- To use it as a teaching tool to inform pupils of their performance
- To focus on specific improvements and corrections related to the current piece of work
- To encourage pupils to develop their ability to edit and improve their work before presenting it to the teacher

Marking is also utilised as an assessment tool to:

- Inform teachers of pupils' achievement and attainment levels, facilitating the next planning stage

This marking and feedback policy aims to create a common, agreed-upon, continuous and developmental methodology throughout the school, which is well understood and utilised by teachers and pupils.

Methods of Feedback and Marking

There are several different methods of feedback and marking that teachers can employ, each with its own unique benefits and challenges. These methods include whole class feedback, group or individual verbal feedback, live marking, peer marking, self-marking, marking away from the point of teacher and assessed marking.

Whole class feedback:

- Involves the teacher providing feedback to the class as a whole, rather than to individual pupils
- Can be used for identifying common areas of difficulty and providing tailored support to groups of pupils with similar needs
- Record sheet to be used for every lesson which will inform future teaching and learning (See Appendix 1)

Group or individual feedback:

- Involves the teacher providing feedback directly to pupils either individually or in small groups through spoken comments and suggestions

Live marking:

- Teacher provides immediate feedback to pupils during a lesson, either through verbal feedback or written comments of the pupil's work
- Children act upon this feedback using a purple pen

This approach offers several benefits to both pupils and teachers including:

- Increased engagement and motivation: Real time feedback can help pupils to stay engaged and motivated throughout the lesson
- Immediate support and feedback: teachers are able to provide support and guidance to pupils as they work, helping them correct their mistakes and address misconceptions before they become ingrained
- Personalised feedback: teachers can tailor their comments to the individual needs of each student, providing personalised feedback that can help them to make more progress
- Improved learning outcomes: by providing feedback as pupils work, teachers can help to improve their mastery of key concepts, which can lead to better learning outcomes and academic achievement
- Increased teacher-pupil interaction: allowing teachers to build stronger relationships with students and provide additional support where needed

Live marking can be a powerful tool for promoting pupil engagement, support learning and enhance teacher-pupil interactions in the classroom.

Peer and Self-Marking:

- These are two assessment strategies that involve students in evaluation their own work and that of their peers
- Peer marking involves pupils assessing each others' work and collaborating to share best practices
- Self-marking involves pupils evaluating their own work with the guidance and support of adults within the classroom as needed.

By involving pupils in the assessment process, they become more aware of their strengths and weaknesses and can identify areas where they need to improve. Additionally, these assessment strategies promote collaboration and active learning which can lead to deeper understanding and retention of information.

Marking Away from the Point of Teaching:

- Involves teachers reviewing pupils' work after the lesson and providing feedback and suggestions for improvement wither through verbal or written communication in the next lesson.
- Marking in this way could be due to various reasons including time constraints or needing a more detailed analysis of pupils work.
- This approach can allow teachers to identify common misconceptions or areas where pupils are struggling, which can be addressed in subsequent lessons, leading to improved learning outcomes.

Assessed Marking:

- Provides valuable information on student progress and informs the planning of future lessons and small group work.
- Assessed marking provides valuable information on areas where pupils have demonstrated strengths and where they require further support enabling teachers to tailor teaching to the individual needs of each pupil and ensure they are able to make progress
- Assessed marking is used to provide feedback to parents and carers on student progress allowing parents and carers to have a better understanding of their child's strengths and areas for development

This approach enables us to provide meaningful feedback to pupils and support them in making progress while ensuring that parents and carers are well informed about their child's progress.

Marking Codes

At St Margaret's, marking codes found in pupils' work will relate to the learning objective or basic spelling and punctuation and grammar misconceptions. Marking elements are presented differently through school.

Reception:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Oral dialogue with children about their play, work or special books

Marks Made:	Meaning of Marks:
Green tick LO (all pieces of work)	The pupil has achieved the LO
√	Correct answer / response
S	Task was completed with some support
CL	Capital letter needed
FS	Full Stop needed
P	Punctuation is incorrect or missing
SP	Spelling error
//	New Paragraph needed
V	Verbal conversation

■	Think carefully again
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Pupils should respond in purple pen.