



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

## Mousehole Primary School

### Marking and feedback policy

This policy was adopted by the governing body on 4<sup>th</sup> October 2023

This policy is due for review ..... Oct 2026 .....(three year cycle)

Head teacher ..... *STATION* .....

Chair of Governors: ..... *L Hodgson* .....

## 1.0 Introduction

At Mousehole School we take a professional approach to the task of marking work and giving feedback. We consider the marking of children's work a regular means to communicate with pupils about their individual progress. We aim to have a consistent approach to the marking symbols used and therefore have a school marking code (appendix 1) and guidelines (appendix 2). In addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore children will receive feedback routinely and helped to understand it as an essential part of the learning process.

## 2.0 Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- boost self-esteem and aspirations, through use of praise and encouragement;
- promote self-assessment and ensure that pupils are part of the cycle of assessing, reviewing and target setting;
- share expectations;
- allow opportunities for peer assessment;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the ongoing assessment that should inform future lesson-planning.

Teachers must use their professional judgement when considering what type of marking to use for different pieces of work in different subjects. For example, it may be more appropriate for peers to give simple right or wrong feedback on maths calculations but an adult should have an overview of the results and be able to step in where appropriate; not necessarily to give further written feedback but to correct misunderstandings or extend the learning further. The expectation is that teachers (with help from support staff) have regular sight of the children's books and children receive regular feedback.

Principles of marking and feedback.

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- The child must be able to read and respond to the comments made. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made for example through verbal feedback and the use of symbols.
- All class teacher must ensure children are given appropriate time to read and respond to marking.

- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This may include sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in an appropriate colour – see marking code
- There is no requirement for a number of positive comments to be made as this is not always appropriate especially in maths. However, marking should be constructive and formative.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback aide memoires are displayed in class for support staff and children to refer to (see appendix 3)
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Extended pieces of writing may be marked as a single piece of work as appropriate.


#### General advice to teachers

- It is essential that children are clear about expectations and how to be successful i.e. what does good look like? Marking should help children to close any gaps between their work and exemplars of good work.
- The best marking and feedback is without doubt the dialogue that takes place between adult and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve or by simply writing "speak to your teacher" so that explanations can be made in person.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems.

#### Monitoring and review

The consistent use of this policy will be monitored by subject leaders and the head teacher through lesson observations and learning scrutiny.

Appendix 1 – marking code for children’s books

	<h2>Mousehole School Marking Codes</h2>
<b>WOW!</b>	WOW! You have done this really well.
<b>NOW!</b>	NOW! This is your next challenge
●	Correction in maths
○	Punctuation error
SP	<u>Spelling</u>
//	New paragraph needed
*	Add a whizzy word here
←	Start writing at the margin
↓	Writing must go on the line or in the box
^	Missing word
HP	House point
<p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Respond to all corrections and NOWS!</li> <li>• Peer assess in pencil or your blue Polishing Pen.</li> <li>• Write out spelling corrections 3 times underneath your work.</li> </ul>	

## Appendix 2 – marking guidelines

All Subjects	Method of feedback	Purpose of feedback	When and how to be used
Colour code	Teachers marking and support staff should mark in <b>green pen</b> .	Colour distinguishes so that everyone is clear who is responsible	As frequently as necessary. It should be daily for work that is written in books.
All children's improvements	All improvements (during or following the lesson) to be done in <b>BLUE PEN</b> by all children.	To highlight where and when children have returned to make improvements	All children should be given time in the following lesson to respond to marking
English books	Should have marking codes stuck inside front cover	So children can refer to them when reading marking	With every new book

Maths	Method of feedback	Purpose of feedback	When and how to be used
Marking	<ul style="list-style-type: none"> <li>• Tick all correct work with red pen</li> <li>• ● = correction needed</li> <li>• Include task specific corrections using the codes suggested</li> </ul>	<ul style="list-style-type: none"> <li>• Praise Success (limit words)!</li> <li>• Set challenge.</li> <li>• Provide support through examples</li> </ul>	<p>Daily with all children</p> <p>Children complete corrections</p>
<b>WOW!</b>	Use WOW! to show where the child has particularly dazzled you. Make it explicit.	To praise success and highlight WOW! moments of writing using the stamp.	<p>With all maths.</p> <p>Use as many WOWs as needed to highlight the good bits!</p>
Worked Examples	When children have a misconception it must be followed up.	Provides example as a model then write another question for them to have a go at.	When needed.
<b>NOW!</b>	Use NOW! to set another challenge/consolidation question or to point out next steps.	These should provide children with an extra challenge or reinforcement	<p>Eg: Great adding – NOW! <math>23+12 =</math> (Child completes in BLUE pen)</p> <p>At least twice a week</p>

Writing	Method of feedback	Purpose of feedback	When and how to be used
Using toolkits -	Genre/focus specific writer's tool kit to be used for pieces of extended writing. Tick where child has achieved objectives	To offer explicit feedback connected to tool kits.	When tool kits are used
<b>WOW!</b>	Use WOW! to show where the child has particularly dazzled you. Make it explicit.	To praise success and highlight WOW! moments of writing using the stamps.	Daily with all writing. Use as many WOWS! as needed to highlight the good bits!
Teachers' comments – <b>NOWS!</b>	Next step comments. (NOWS!)	To revisit learning or to extend the learning of the previous lesson. These are often general or can be specific to that particular child. These should relate to the toolkit or learning objective	As soon as possible after a completed piece of writing or when working alongside a child.
Self – Assessment (Children use BLUE polishing pens)	Self-Assessment by child (using the toolkit)	Encourages reflection in relation to the LO and writing secrets and forces pupils to think about next steps. Promotes independence.	After a finished piece or specific task
Peer Assessment (Children use BLUE pens)	Peer Assessment by partner	Encourages children to review the LO for that lesson. Encourages children to work co-operatively and develop constructive feedback techniques. Reduces teacher marking time	After a completed piece of writing

**Feedback aide memoire...**

<ul style="list-style-type: none"><li>• <b>Apparatus equipment used/needed</b></li><li>• <b>Scaffolding...</b></li><li>• <b>Scaffolded by...explaining/scribing/reading for etc</b></li><li>• <b>Read aloud to enable understanding</b></li><li>• <b>Read aloud to help access the question/s</b></li><li>• <b>Scribed to enable thought process to flow (or other reason)</b></li><li>• <b>Scribed to so child could practice orally</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Different method shown... (show new method)</b></li><li>• <b>Orally rehearsed - independently written</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Independent learning from here</b></li><li>• <b>Independent grappling</b></li><li>• <b>Focused independent learning</b></li><li>• <b>Moved on well with new learning</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Confusion with learning evident</b></li><li>• <b>Revisit learning again because...</b></li><li>• <b>Revisit learning tomorrow essential</b></li><li>• <b>1:1 intervention needed</b></li><li>• <b>More grappling needed</b></li><li>• <b>More grappling needed to be secure</b></li><li>• <b>More grappling needed to be confident</b></li></ul>