

Meadgate Primary School



Marking and Feedback Policy

“Unlocking Learning Together”

Date adopted: Spring 2025

Date of review: Spring 2028

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Marking and Feedback Policy

1 Introduction

- 1.1** At **Meadgate Primary** School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular feedback and learning points on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process. Please note that increasingly, in the moment, live marking and feedback is being used as a more useful tool.

2 Aims

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

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1** 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. Comments may be written or verbal with an emphasis on 'live' marking whilst the child is completing the task.
- 3.2** The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.
- 3.3** The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- 3.4** Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

- 3.5** Comments will focus on only one or two key areas for improvement at any one time.
- 3.6** 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 includes sharing the learning objectives and the key expectations for the task right from the outset.
- 3.7** 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. We place a high focus on oral feedback as it is instant and therefore more meaningful to the children.
- 3.8** The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- 3.9** For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10** Feedback may also be given by a teaching assistant, or through peer review.
- 3.11** Feedback is provided through plenaries too, and in group sessions.
- 3.12** Feedback can identify a child's key learning difficulties.
- 3.13** Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- 3.14** Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

4 General advice to teachers

- 4.1** The main objective of marking and feedback is not to find fault, but to help children learn in order to remember more and build on prior learning. 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.
- 4.2** 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.
- 4.3** The school has explicit rules that apply to the presentation quality of pieces of work and teachers will not accept the work unless these rules have been followed.
- 4.4** In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- 4.5** 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.

- 4.6** In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.7** The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. As the saying goes, an ounce of prevention is worth a pound of cure.
- 4.8** Given that marks out of ten, or levels from A to E, can overshadow carefully nuanced comments, teachers must mark by comment only.
- 4.9** Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example an S through a spelling mistake.
- 4.10** Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.11** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- 4.12** When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.13** Children should be encouraged to assess their work ahead of final marking, using prompt cards. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.14** In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.15** Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.16** Teachers will comment on spelling and grammar only in the following cases:
 - if spellings and grammar were part of the lesson focus;
 - if it is a spelling that all pupils should know;
 - if it is something related to the child's target.

- 4.17** Occasionally teachers may choose to give feedback via e-mail. They can use copying and pasting from a standard list to 'customise' their comments in a neat, personalised format.

5 Monitoring and review

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in three years, or earlier if necessary.