

**Smithdown Primary School**

Marking and Feedback Policy

Adopted: January 2018

At Smithdown Primary school, we believe that marking and feedback should serve a single purpose – to advance pupil progress and outcomes. An important element of this is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate success and progress.

 At Smithdown, we recognise three principles that underpin effective marking; marking should be:

* Meaningful
* Motivating
* manageable

**Meaningful**: we recognise that marking will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

At Smithdown, we trust that our teachers are clear about what they are trying to achieve and that they know the best way of achieving it. Therefore we recognise that the most important person in deciding what is appropriate feedback is the teacher. Written or oral feedback, working with pupils in class and reading their work are some of the ways that our staff identify what pupils can do and understand.

**Motivating:** Marking should help to motivate pupils to progress. This may be through a short, detailed or challenging comment or oral feedback.

In addition to this, we recognise the value of self and peer assessment. At Smithdown, our pupils are taught and encouraged to check their own work by understanding the success criteria (presented in an age appropriate way) so that they can complete, and assess, their work to the highest standard.

**Manageable:** this is crucial to ensure that our teachers have adequate time to plan the appropriate next steps to help the children progress. We do not expect teachers to spend more time on marking than the children do in producing the work!

**Consistency across the school**

To ensure consistency across the school, the following have been agreed:

* Feedback can take the form of spoken feedback or written marking, peer marking and self-assessment.
* The focus of marking is on the quality of feedback and not the quantity.
* Marking must be sensitive to pupil needs and must not “obliterate” pupil’s work
* All marking will be written in a clear and legible script.
* The marking code will be followed (see appendix 1)
* The marking code will be displayed in the learning environment
* Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
* All marking by teachers will be written in green (LSAs blue, supply teachers black, students purple)
* Children will respond to any written feedback either through initialling the comment (and future work will show they are acting on it) or replying to it.
* Marking should also comment on presentation, if below expected standards.

**Marking**

*Appendix 1*

**Marking**

SP – spelling mistake

// - new paragraph needed

/ - full stop needed

Ʌ - a word is missing

**﹏** - read this through again it doesn’t make sense

* capital letter needed
* objective achieved

A

FW

* further work