



Primary School Feedback and Marking Policy

Rationale

Marking and verbal feedback are an integral part of the learning and assessment processes. The provision of effective marking and feedback to children enables them to assess their progress and understand how to improve.

Why do we mark?

- To guide, motivate and facilitate improvement
- To provide an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Effective marking should:

1. Be related to the explicit learning of the lesson (key question) and/or the child's personal targets.
2. Recognise, encourage, and reward the child's effort and progress.
3. Encourage the child to strive to improve.
4. Provide clear information to the child about his/her work.
5. Inform the teacher's learning-focused planning and target setting.
6. Provide opportunities for a child to assess their own work.
7. Be manageable for teacher

Procedures

1. The **key question and success criteria** are displayed on the board and shared with the children, providing the focus of the feedback. Teacher feedback is focused on the key question.
2. Children write the date and key question in their book where possible, those unable to write the key question may have this scribed by an adult or provided on a sticker
3. Oral feedback (indicated by **VF** for verbal feedback) and immediate 'impact marking' is consistently given during a task so that misconceptions are addressed as they arise
4. Agreed symbols (see table below) are used for both impact marking (at the point of learning) and secondary marking (teacher marking after the child has completed the task)

5. Students may mark their own learning or others' learning as this promotes progress, highlights one's own common errors and helps students understand 'what went well', and 'even better if'.
6. All teacher marking should be in green pen
7. The teacher should plan the activity for the next learning episode's reflection time – (see below)
8. In English and maths one piece of learning a week should be 'deep marked'.
9. In other subjects 1 piece in 5 should be 'deep marked'
10. All work, including peer, verbal or self-marking should be acknowledged.

Feedback and Marking Strategies at MBIS

Marking will take many forms, for which teachers will use their professional judgement. Deep marking should be in the form of What Went Well (WWW) and Even Better If (EBI). Teachers' comments should:

- Be specific, accurate and clear and focused on the key question
- Compare what the learner is doing correctly now with what he/she has done wrong before
- Provide specific guidance on how to improve
- We recognise that feedback and marking must be age appropriate.

Reflection time

At MBIS we view reflection time as key to supporting progress. We expect students to review and reflect on learning.

In English and maths, teachers must plan for a formal reflection time (DIRT) at the beginning of each lesson

Journaling

Journaling is used to review, reflect and consolidate a series of linked lessons. Journaling can be used:

- at the end of a White Rose unit in mathematics
- Once a month in English
- At the end of each topic in other (non-specialist) lessons

Equality and Diversity

Please refer to the MBIS Statement on Equality, and Racial and Cultural Diversity

Monitoring of the Policy

The SLT monitor the effectiveness of the Feedback and Marking Policy every two years. Subject leaders also monitor the policy as part of the *MBIS Monitoring Learning Programme* and report to the SLT when appropriate.

Reviewed: June 2023

Date of policy: September 2022

This policy will be reviewed Annually.



Primary Marking Code

<i>All marking by the teacher is completed in green pen and dated. Children peer/self-assess and self-correct in a different colour to the teacher.</i>	
KQ ✓✓	Two green ticks next to the KQ indicates KQ understood and achieved

✓	Correct
•	Look again. These needs correcting
?	Does this make sense?
WWW	Deep marking in green to show 'what went well'
EBI	Deep marking in green to show next step targets and 'even better if'
S	S written in margin – indicates work completed with adult support
G	G written in margin – indicates work completed in a group
I	I written in margin – indicates work completed independently
VF	VF written in margin - indicates verbal feedback given in the lesson
↔	Letter or number facing the wrong way
Sp	Spelling (child to copy out correct spelling 3 times) Maximum of 3 spellings identified in a piece of work
//	New paragraph needed here
P	P written in margin - Is your punctuation correct on this line?