

Friday Bridge Primary School

Feedback & Marking Policy (updated 05.09.18)

Aims

- To provide constructive, oral/written feedback, allowing children to improve their performance
- To inform children's progress
- To inform assessment and next steps
- To provide evidence that can be used as a basis for discussion

Principles of Effective Marking

Extracted from 'Eliminating unnecessary workload around marking'

Report of the Independent Teacher Workload Review Group

March 2016



- **Meaningful:** marking varies 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.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Practice

When marking, and/or, responding to children's work:

- The Learning Objective is the main focus
- An evaluative comment (oral/written) may be used and shared
- Children will be encouraged to self/peer assess work
- Children should have time to respond and act on comments
- Teachers are encouraged, as appropriate to highlight in GREEN, when children's work positively matches the Learning Objective

Marking Codes (updated 05.09.18)

| | |
|--|---|
| TA | TA supported |
| G | Guided work with teacher |
| I | Independent |
| ✓ | Teacher has seen work |
| V | Verbal feedback |
|  | Next steps |
| sp  | Incorrect spelling/punctuation or omitted punctuation |
| // | New paragraph or new line |


Additional Information

- Marking codes are used in addition to oral or written comments identifying strengths and highlighting an area for further improvement
- GREEN ink only used for marking
- Children will respond to marking using purple pens

Maths Marking Codes

LO: met

LO: More work needed to meet

| | |
|---|---|
| TA | TA supported |
| G | Guided work with teacher |
| I | Independent |
| V | Verbal feedback |
|  | Next steps |
| RI | Rapid Intervention |
| TW | Target Work |
| ● | Incorrect |
| ✓ | Correct |
| C | Correction needed; if there is a misconception resulting in errors, choose max 2 for child to correct |