

Friday Bridge Primary School Feedback & Marking Policy – March 2020

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 indepth 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

Feedback to pupils is valuable and essential in accelerating progress. This may be written but more often will be through discussion. Evidence of this will be clear in pupil progress, in books, discussion with staff and pupils and pupils understanding of how to improve/develop their work.

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

TA	TA supported
G	Guided work with teacher
	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
- Not all work will be marked in writing; however evidence of pupil response to feedback will be clear

Maths Marking Codes

LO: met

LO: More work needed to meet

TA	TA supported
G	Guided work with teacher
	Next steps
RI	Rapid Intervention
TW	Target Work
●	Incorrect
✓	Correct