



Feedback and **Marking Policy**

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Feedback and Marking Policy

At Reigate Park Primary Academy, we believe that marking should provide constructive feedback to every child, focussing on success and improvement against learning outcomes. It should help children to become reflective learners and close the gap between current and desired performance.

Aims

Marking and feedback should:

- Relate to learning outcomes focussed on during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort.
- Ensure children make progress by understanding how to improve their work.
- Be accessible to children.
- Be applied consistently across the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.
- Be manageable for teachers.

Purposes of feedback

For children:

- To raise attainment and help each individual succeed.
- To provide a personal response.
- To acknowledge achievements.
- To encourage children to reflect upon their efforts to persevere and strive for excellence.
- To allow children to interact with the adult giving feedback.
- To teach children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- To teach children that feedback on their work is an essential element of the learning process designed to support positively and not to criticise destructively.
- To practise the skills taught and to correct/improve their learning.

As a result of effective feedback children will:

1. Understand **what** they have done well
2. Be clear about **how** to improve
3. Make visible signs of **improvement**

For teachers:

- To demonstrate children's knowledge and skills achieved.
- To indicate where revision or repetition is needed.
- To indicate the next step for learning.
- To help determine groups for learning.
- To provide a sense of achievement e.g. self-assessment of success in meeting teaching objectives.
- To indicate levels of achievement and inform future planning.
- To inform changes in medium or short term planning.

For parents and other audiences:

- To indicate points for individual development and progress.
- To show what the school values in children's work.
- To demonstrate expectations.
- To show how the teacher has worked with and acknowledged the efforts of the



Marking Principles

In order to make marking time effective, the following principles will be applied for both teachers and pupils:

- Feedback and marking should generally fit into the working day.
- Marking should inform daily planning and written plans should be annotated accordingly. This should then inform analysis groups for the following day.
- There should be a consistency of approach through verbal and written marking and feedback.
- Every piece of work should have a clear learning intention and be dated.
- Feedback (written and verbal) should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); encourage and support further effort in a meaningful way; provide specific guidance on how to improve and not just tell pupils when they are wrong.

High expectations in SPaG and presentation should ensure that few basic errors are made. Work with many errors should be returned, without marking, for self- feedback. In work with few errors, these should be highlighted and corrected by the learner.

Maths:

Marking should check accuracy and provide challenge. Written feedback is not always required but should clearly inform the next day's planning. Written feedback should be provided to those children working as part of a focus group.

English:

Work should be marked daily and relate to the success criteria of the lesson. Extended pieces of writing should be developmentally marked after self-edit stage before the final piece is written.

Foundation Subjects:

Cross-curricular work should have the same expectations and level of marking as core subjects. Teachers and curriculum leaders need to monitor that assessment, feedback and outcomes reflect the learning intentions.



Verbal Feedback

- **Oral feedback is most powerful.**
- Diagnostic feedback closes in on specific areas to improve and offers instant feedback to the pupil.
- Staff should ensure that feedback is given as work progresses, not just at the end.
- Staff should encourage pupils to see feedback and comments are transferable to other contexts – help them to make the link.
- Feedback should focus on learning objectives.

Live Marking

This involves the marking of children's work within the lesson. Most of this marking will follow the marking codes but it should also include ideas and directions. If after live marking a selection of books, the same error is noticed, teachers should stop the class/group and address the misconception. This allows for immediate impact. With this approach, progress will be shown and further learning will be facilitated. Live marking can be done by any member of classroom staff.

Written Feedback

- This should be positive and developmental.
- Quality feedback, both written and verbal, will highlight success and prompt for improvement.
- Work must be marked at an appropriate interval after the completion of the lesson.
- Marking must be neat and show respect for the child's work.
- Teachers will use language that is age appropriate to the child.

The Process of Marking

- Teachers mark using a **green pen**.
- Children respond to feedback using a **purple pen**.
- For maths problems or specific answers in other subjects **tick** correct answers and **.** where corrections are needed (no crosses are to be used).
- When marking work, a highlighter is to be used as appropriate per child in English and Maths, against the success criteria.

Green – Green for good things that have been seen against the success criteria.

Pink (for Think) - Something that needs to be improved related to the success criteria. At the bottom of the work use the C symbol to set the children a challenge if appropriate.

Marking Codes

P	Paired work
ST	Supply Teacher
S	Supported by a teacher or TA
V	Verbal discussion with child
Stu	Student
C	Challenge

Marking codes should be visible in all classrooms and learning zones.

Marking and Feedback at Reigate

Teachers mark in **green**.

Children respond in **purple**.

- Ⓟ Paired work
- Ⓥ Verbal feedback
- Ⓢ Supported
- ⓈⓉ Supply Teacher
- Ⓒ Challenge

Highlighter

Green = Good things that have been seen against the Success Criteria.

PINK = "Pink for Think" - something that needs to be improved related to the Success Criteria.