

Marking & Feedback Policy



Adswood Primary School

Ratified by Governing Body on:	May 2024
<i>M. Smart</i> Head Teacher	<i>J. Dancy</i> Chair of Governors
Governing Body Review Date:	May 2025

At Adswood Primary School, we consider the marking of children's work to be paramount in the process of ensuring that pupils meet their end of year expectations and make good progress in all areas of the curriculum.

The pupil is central to the process and it is important that all staff apply the marking policy consistently across school and that all pupils and parents know how the process works.

We have therefore devised a marking policy which is simple and effective. Through a 'traffic light' colour and coded system we have managed to give children ownership not only of their learning but of how they can be responsible for correcting, editing, re-drafting and improving their work.

Pupils can see clearly from the simple implementation of the marking code and verbal feedback, whether they are working towards, have met or are exceeding their year group expectations.

Purpose of this policy:

We believe that a consistent marking policy, which is shared with both adults and pupils, will:

- Create a culture of purposeful assessment as a process rather than a task
- Create a dialogue between the pupil and teacher/support staff or other adults;
- Ensure continuity for the pupil as he/she moves through the school;
- Signal areas of achievement/areas for development to adults and pupils to inform future planning;
- Aim to raise the achievement and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.

Teacher's marking and feedback will:

- be focused on learning objectives/success criteria; use appropriate colour to highlight the written learning objective/title and any evidence where this is demonstrated in the pupil's work (according to the marking code)
- provide verbal and coded feedback, as appropriate;
- confirms that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';
- ensure that pupils understand their achievements and know what they need to do next to make progress;
- give pupils time to reflect and act upon the feedback given by the teacher or another pupil;
- help parents understand strengths and areas for improvement in their child's work.
- 'mark as we go' is a great way of addressing misconceptions and the coded method of marking is quick to do leaving lots of time for verbal feedback and reflection;

Pupil's will:

- ^ Pupils are encouraged to engage with and respond to any relevant previous targets in the planning of tasks
- Pupils being given the opportunity to self-assess in pairs or in groups;
- ^ Pupils are given the time to act upon the feedback given (e.g. at the beginning of the next lesson, at the start of the session – Bridge Forward, Bridge Back).
- ^ Pupils are given ownership of their work, and are part of the assessment process, through activities such as:
 - verbal feedback – teacher and learner;
 - self-assessment;
 - Critical friend /Peer assessment and feedback – pupil and pupil;
 - ^ planned opportunities for reflection throughout the lesson either as a whole class, in groups or 1-1.

Marking Codes/Colours:

I	Independent learning
TS	Teacher supported learning
VF	Verbal feedback
SA	Self-assessment
PA	Peer-assessment
Green	Learning objective met/correct
Orange	Working towards meeting learning objective
Pink	Learning objective not met/incorrect