



EDWARD THE ELDER Primary School

Marking and Feedback Policy

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Edward the Elder Marking and Feedback Guidelines

SYMBOL	STAFF INTERPRETATION
Teacher's/TA initials	This will be written underneath every piece of work, if the teacher is different to the usual teacher, indicating who has taught and marked the work
(G)	This indicates a group/child was heavily guided through the work
(I)	This indicates a group/child worked completely independently following the initial teaching
	If neither G nor I are indicated, it is assumed children were taught and then given the 'usual' level of support expected in a lesson, through mini plenaries, STL reminders, minor support etc.
(S)	Taught and marked by Supply Teacher
(St)	Taught and marked by a Student
(V)	Verbal feedback given
✓	Work completed correctly
✓✓	Excellent example
.	Wrong answer/check again
spelling <u>speling</u>	Incorrect spelling underlined and correct spelling written on top – only correct words that pupils are expected to know (eg CEW words, spellings covered in phonics and additional lessons). Not all spellings will be corrected – the number of spellings to be corrected should reflect the child's capabilities.
LO 😊	LO Met
LO 😐	LO Getting There

LO 😞	LO Not Met
*	Indicates a next step

Marking Guidelines

- Work will be marked using a red pen, following the above codes.
- Feedback will be written and/or verbal and will focus firstly on the LO.
- Marking should identify the pupils' **strengths** (not just weaknesses!) and positive comments should be recorded.
- If the learning objective has been achieved then, when appropriate, the marking will provide a 'next step' designed to move pupils learning forward, if it was not achieved marking will guide pupils through the misconception and provide reinforcement tasks.
- Staff should use the STA guidelines/NC and Development Matters to identify areas for next steps.
- Marking, where possible, should be differentiated and appropriate for the ability and age of the pupils.

Examples of different marking types:

- A reminder prompt, 'how do you think...?'
- A scaffold prompt, a direction/order, focused question, start a sentence
- An example prompt, pupils are given a choice of words/phrases they might choose

Examples of marking which could be used to offer challenge:

- Spot the mistake... (give example and let them work out what's incorrect)
- True or false? (Give calculation or sentence, encourage them to explain answer)
- What comes next? (number sequence, phonic pattern etc)
- Do, then explain.. (have a go then explain process or thoughts)
- Missing numbers... (Use skills to unpick problem)
- Always, sometimes, never? (explain and reason)
- Continue the pattern..(apply skills)
- Other possibilities could be...? (Give on example and pupils think of others)
- Convince me.. (Explain why they believe they have done work correctly)
- Missing symbols.. (Use skills to unpick problem)
- Odd one out... (maths, phonic/spelling, grammar)
- What do you notice? (explain and reason)
- Explain your thinking...
- What else do you know about...? (show knowledge) Top tips... (explain processes)
- The answer is...what is the question?

- Teachers will give pupils time to respond to marking and will remark children's responses, creating a dialogue where appropriate.
- 'Next steps' or 'gap' marking will not be given for every piece of work, but where teachers feel this is most appropriate.
- Pupils will be encouraged to self and peer assess using through positive and next steps statements, linked to the LO.
- Teachers' marking should act as a model for pupils' work (correct spelling, grammar and neat handwriting)

Pupils' confidence and self-esteem is enhanced through positive praise and individual staff/ year groups are free to use their own judgement over the systems used to reward pupils' achievements in-class such as stickers, stamps or raffle tickets.