



Warwick Bridge School Feedback and Marking Policy

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should: -

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

Feedback Procedures

- All marking to be done in green pen
- As far as possible, marking will be done daily or when a piece of work is completed
- Marked in relation to shared learning objectives, targets and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- Teachers writing to be neat and legible
- Quick feedback is essential as pupils are completing work – the need for a 'conversation' through verbal or written feedback is paramount
- Footnotes, where appropriate, will refer to points for improvement, targets and recognition of an area of strength

Children will respond to marking

- Pupils are encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books

- Pupil responses to written feedback will be in red pen
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem
- Dedicated time will be given as appropriate to enable children to have the opportunity to evaluate their work and respond to teacher comments as the timetable allows
- A particularly successful piece of work may be awarded with a WOW certificate in line with the school's system of rewards – Merit Points, Dojos

Marking all Written Work

- Marking will focus on what the children are learning and trying to improve
- Marking focuses on specific taught items:
 - Concepts
 - skills and knowledge
 - feedback encourages development of the learning
- Marking is only of value if comments are read and responded to
- Peer marking, self-marking and adult marking are all appropriate
- Marking should become a part of the developing dialogue resulting in pupil progress
- We believe that correcting has its place in marking, but only when it contributes to an improvement in a pupil's work.
- Errors need to be pointed out if a pupil is to improve his/her work, but care to be taken by the marker to avoid narrow marking, ie. concentrating too much on noting errors rather than giving a tool for improvement
- Comments can be made verbally or in written form to communicate their message
- All children's feedback needs to be as immediate as possible.
- We constantly assess the children's work, establishing their achievements

Showing success in Written Work

- The teacher finds the best places in the child's work, (pertinent points places for younger children), which link with the learning objective/targets
- Use the 'Next Step' or 'Challenge' to link with the Learning Objective from the lesson

Indicating improvement

- Marking should always focus on moving pupils on
- There are three main types of improvement prompts:
 - The Reminder Prompt reiterates the learning objective
 - The Scaffolded Prompt involves the teacher/child making a suggestion on what could be written and giving it back to the child.
 - The Example Prompt models a choice of possible improvements, but asks if the child has an idea of his or her own
- We will ensure that time is allocated within the teaching week for pupils to respond to their written/oral comments by the class teachers in order they can act upon the development points

Marking Notes and Codes

Verbal Feedback

It is important for all children to have verbal feedback from a teacher depending on the task. This dialogue should focus upon successes and areas for improvement.

✓ = Acknowledgement marking

There may be times when a pupil marks their own work, such as after a timetables test of spelling test. A tick in the margin will be used to acknowledge the marking done by the pupil.

Written Work

Key Stage 1 - Keys to be used in marking all pupils' work	
P Punctuation mistake	✓✓ Fantastic piece of work
CL Capital letter needed	Initials (NH, JR) Who has marked it
Sp Spelling mistake	^ Something is missing
? This doesn't make sense	// New paragraph
FS Full stop needed	• Check this work

Key Stage 2 - Keys to be used in marking all pupils' work	
P Punctuation error in that line	✓✓ This is a really great part of your work
CL Capital letter needed or in the wrong place	Initials Marked by adult
Sp Spelling error to be looked up and corrected and a line put underneath the error	^ An omission
? This doesn't make sense	// New paragraph
FS Full stop needed	• Check this work

Correction Procedures

- Corrections will be completed underneath or nearby to work in red pen
- Rubbers to be used for corrections as directed by the teacher

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone (self-marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers
- Students

Policy written and adopted by Warwick Bridge staff **July 2023**

Ratified by Governing Body

Date to be reviewed **July 2026**

Signed:.....

Head Teacher

Signed:.....

Chair of Governors

Date:.....