



Northway Primary School

Marking & Feedback Policy



At Northway Primary School, we have devised a common, manageable policy on marking that is implemented by all teachers. We hope that this will ensure greater consistency across the National Curriculum Key Stages.

Why do we mark?

- To improve children's learning.
- To develop children's self-confidence and raise self esteem
- To provide opportunities for self assessment
- To enable children to recognise their achievements
- To identify areas for improvement
- To suggest strategies for improvement and their next steps for learning
- To provide a check that the work has been completed
- To provide information for other records and reports
- To inform teachers' planning
- To give feedback to parents/carers about how well their child is performing

What do we mark?

- Marking is directly linked to the key learning objective (WALT) of the lesson and should be specific and focussed
- A brief written comment, where appropriate, may be added to reflect the overall standard of the work eg. presentation, key spellings

When do we mark?

- The marking of children's work, whether written or verbal, is to be regular and frequent
- Children's work is marked as soon as possible after completion.

How do we mark?

- Marking is directly linked to the learning objectives (WALT) in the first instance and pupils should be made aware of the particular focus intended.
- Marking is meaningful, manageable and motivational, highlighting things children can do/did do so the children know to repeat these things again.
- Teachers will regularly give children reflections to complete within the lesson. Reflections that are set at the end of work to challenge pupils to improve, from KS1 upwards, will be completed in purple pen.
- Peer-assessment/markings of work is to be encouraged at an age appropriate level
- All marking is to be completed in green ink.

- Live marking is encouraged where teachers will give instant feedback to a child. Where live marking has not been able to happen, children will be given feedback either individually, to a group or class.

A marking code is used to ensure continuity:

Symbol	Meaning
✓	Correct answer
x	Incorrect whole answer
○	Incorrect aspects of an answer should be circled
//	Indicates a new paragraph should be used (Used only at an appropriate age/ability)
· _ ·	Dots & Dashes may be used under known spellings to support children in identifying an incorrect/known sound.

Working status of the individual

Staff (or pupils at an appropriate age) should indicate on a piece of work whether the child worked with a teacher or another adult. Unless stated, it is assumed that the work has been completed independently.

Symbol	Meaning
S	Adult support given
Sh	Shared work
V	Verbal feedback - pupils should add a reflection alongside this to show understanding of the learning conversation
D	Dictated work
Abs	If a child is absent - the date should be recorded by a teacher or other adult and this symbol used.

Across the school, adult handwriting should always act as an exemplar for pupils and should be joined and fluent.

Feedback in Early Years Foundation Stage

- Marking will usually be carried out in the presence of the child.
- Verbal comments and feedback will be given during the activity.
- Progress/achievement is rewarded by stickers, stamps or certificates.

Feedback in Key Stage 1 & 2

- Marking is often carried out with the children and verbal comments are made whilst activities are being carried out.
- When marking any work, wrong answers are marked with a cross and a brief explanation written nearby, if appropriate.
- Where spelling or punctuation errors occur (appropriate to the ability of the child), teachers will ask children to reflect on their work to correct these errors independently.
- Progress/achievement is rewarded by stickers, stamps or certificates.
- Children should not alter their original work once it has been marked, reflections should be completed in coloured pencil as appropriate.
- Reflection time should be made for children to read teachers' comments and complete reflections

Monitoring and Evaluation

Subject leaders & SLT will take a collection of work from each class on a regular basis to monitor the implementation of this policy.

Success criteria

- Improvement in children's achievement.
- Consistency in teacher's marking across the Key Stages and between years.
- Children are aware of their achievements and know how to improve.

Policy Reviewed: September 2022

Next review due: September 2023