



# **Hazel Grove Primary School Marking and Feedback Policy 2022**



## Aims

At HGPS, we believe that effective marking is an essential part of the learning process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what we as teachers and our pupils need to do next. It is the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

### Marking children's work and giving feedback should:

1. Be meaningful, manageable and motivating.
2. Demonstrate that we value their work and encourage them to do the same.
3. Raise self-esteem and aspirations.
4. Share high expectations.
5. Focus on progress, learning targets achieved (LT = Learning Target) and identify next steps.
6. Promote self-assessment, whereby the children identify their own achievements, progress and necessary improvements, and are encouraged to take guidance from others.
7. Enable the teacher/learning support assistant to assess a child's understanding, level of attainment, progress towards learning target and identify any misconceptions
8. Provide the ongoing assessment that informs tracking of progress and future lesson planning.

## Principles

Marking should be meaningful, manageable and motivating. At HGPS we strongly believe that oral feedback, working with pupils in class, reading their work – all help understand what pupils can do and understand.

### Marking should:

- First and foremost, advance pupil progress and outcomes.
- Be varied by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Be positive, with pride of place given to the recognition of efforts and achievements made by the child.
- Be clear about what the pupils are trying to achieve and the best way of achieving it.
- Motivate progress.
- Relate to the learning target.
- Be consistent throughout our school.
- Be proportionate and teachers are to consider the frequency and complexity of written feedback, as well as the cost and time-effectiveness in relation to the overall workload of teachers.

## Strategies

1. Marking and feedback should be varied by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work.
2. Whenever possible, marking and/or feedback should involve the pupil directly.
3. Use of oral feedback, working with pupils in class, reading their work are all important in understanding what pupils can do and understand.
4. When marking, it will foremost enable advancement of pupil progress. The pupil should be able to read and respond (self-evaluation) to meaningful and motivational comments made by the teacher/learning assistant, **(using their green pen)** and be given time to do so e.g. *to reflect on learning, to demonstrate further understanding of the learning target, to attempt a focused improvement base on feedback and to show a deepening of understanding.*
5. Summative marking and feedback-usually consists of ticks and other simple marks. Wherever possible pupils should self-mark, **(using their green pens)** or the work marked as a class/group. Each child should have a copy of the marking symbols appropriate to their age in their books.
6. Formative marking and feedback-oral/written comments to children should focus primarily on the learning target; other issues should be dealt with individually. Written comments should be neat, legible and written in a contrasting colour (purple): it should not dominate.
7. Pupils may be asked to mark work in pairs (Learning Links), to engender discussion about their work. (This process will need to be modelled by the teacher at regular intervals).

8. To enable a child to focus on the learning target, secretarial features (e.g., spelling, punctuation) should not be marked rigidly. When work is completed, pupils should be encouraged to check their work, amending where necessary.
9. Good presentation is expected (appropriate to age and ability of the pupil). The date should be on the top line, with a title or learning target underneath, and each piece of work ruled off. Discourage 'rubbing out' after work has been marked, any corrections should be added below or alongside.
10. Outstanding work and effort will be recognised by praise, stickers, rewards, certificates, note/word to parents/guardians and in displays. Feedback can be shared with other class teachers, the school in good work assembly, head teacher/deputy to raise self-esteem and create a positive ethos that promotes achievement and expectations.

#### EYFS Marking Symbols

SYMBOL	MEANING
TS	Teacher Support given
LSA	Learning Support Assistant support given
I	Independent work/unaided
VF	Verbal Feedback

#### KS1 Marking Symbols

SYMBOL	MEANING
VF	Verbal Feedback
T	Teacher Support given
LSA	Learning Support Assistant support given
LL	Worked/Marked with Learning Link
I	Independent work/unaided
. or (√) or √	Not met/Nearly met/Met
sp	Spelling correction

#### KS2 Marking Symbols

SYMBOL	MEANING
VF	Verbal Feedback
1:1	Teacher/LSA/other adult worked with pupil on a 1:1 basis
LSA	Learning Support Assistant support given
TS	Teacher Support
I	Independent work/unaided
. or (√) or √	Not met/Nearly met/Met
sp	Spelling correction
	I understand I'm not sure I need more help
WWW	What Went Well
EBI	Even Better If