

# Effective Marking and Feedback Policy



**HARTLEY BROOK  
PRIMARY ACADEMY**

**Astrea Academy Trust**



INSPIRING BEYOND MEASURE

Policy Agreed: July 2018

Policy Review: July 2019

## Appendix 1

## Marking codes

Code	Meaning
LO	Circle at top of page
I or S	Circled on Learning objective
✓	Answer is correct/work has been seen
√√	I like this part/word
.	Incorrect answer in maths
C	Check your work or do corrections (this should be able to be completed by the child independently)
V	Verbal feedback from the teacher- teacher discussion/ modelled for misconception. May indicate specifics eg: tenses/ capital letters
	Incorrect spelling Teacher corrects spelling above/child corrects
^	Missing word/phrase
	Choose another word/phrase Underline the section
( )	Re-write this At the end of the text or on a post it.
*	Add in sentence/skill (taught in genre) with possible prompt Eg: * speech

At KS2, and where appropriate in KS1, we will prompt children to check for their own errors, rather than the teacher identify them within in a piece of work. All corrections to be done in purple pen by the child (age appropriate).

### English LO

<i>Date</i>	<i>I</i>
<i>LO</i>	<i>S</i>

### Maths LO

<i>Date</i>	<i>I</i>
<i>LO</i>	<i>S</i>

### Science

<i>Date</i>	<i>I</i>
<i>LO</i>	<i>S</i>

### Curriculum LO

<i>Date</i>	<i>I</i>
<i>LO</i>	<i>S</i>

### Reading LO

<i>Date</i>	<i>I</i>
<i>LO</i>	<i>S</i>

## **Feedback Policy**

### **Aims**

We will provide feedback which will:

- Quickly identify misunderstandings and misconceptions
- Provide the on-going assessment that informs future lesson planning
- Scaffold next steps within the lesson
- Share high expectations
- Promote self-assessment and peer assessment
- Develop self-esteem and aspirations

### **General Principles**

At Hartley Brook we acknowledge how effective verbal feedback is in order to support learners, as it is:

- Regular and interactive
- Both direct (targeted towards individuals and groups) and indirect (as others listen in and reflect on what is discussed)
- Immediate: children are often able to respond to it straight away
- Should be positive and developmental- offering specific, detailed advice to help children progress

The majority of feedback will be given during the lesson, either through verbal feedback, the use of symbols (see appendix) or both which allows children to respond immediately and consequently impact on their learning. Where this is not possible, written feedback is specific, succinct and acted upon prior to the next lesson and acted upon before the next lesson in the vast majority of cases. We rarely use distant marking, as experience shows that this is the least effective method for our pupils. On ALL recorded work there should be an indication that it has been seen by a teacher or teaching assistant Eg: a tick, stamp, sticker, smiley face or written comment.

## **Marking extended pieces of writing**

Extended pieces of writing may contain more detailed pieces of written feedback (which children respond to in purple pen) or little as this would lead to a focused intervention/ re draft session with a teacher or a TA. Alongside all extended writing, there will be a **self-assessment** box for the teacher and child to assess against. **Differentiated tick boxes?**

## **Equal opportunities:**

Equality of opportunity is about providing equality and excellence for all, in order to promote the highest possible standards of achievement and progress.

The content of our quality feedback and marking policy is planned to incorporate the principles of equality and to promote positive attitudes to diversity. In our feedback, we take account of each pupil's starting points and our comments are differentiated appropriately to ensure the inclusion of:

- Boys and girls
- SEND including gifted and talented
- Children from all cultural, social and ethnic backgrounds
- Looked after children

## **Review:**

We are aware of the need to monitor and update the quality marking and feedback policy on a regular basis so we can take account of improvements made in our day to day practice. This policy was ratified by the Senior Leadership Team in **July following** discussions and development with teaching staff and will be reviewed regularly.

