

WESTWOOD PRIMARY SCHOOL

Marking and Feedback Policy

Introduction

This policy is concerned with the way in which we mark children's work and provide feedback. It aims to develop a consistent approach to the marking and feedback throughout the school.

Aims

- To motivate children to want to produce high quality work
- To teach children to recognise what they do well
- To help children to improve through the setting of challenging but achievable targets
- To allow children to build a picture of their strengths and weaknesses by giving quality feedback
- To foster an ethos where it is acceptable to make mistakes as long as learning then allows children to remedy them
- To establish a consistent approach to the way work is marked so that children understand how and why their work is marked.

The Marking Process

Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked. (Children are clear about the learning intention/objective and the success criteria.)

During a piece of work, over-marking should be avoided. It is more realistic that a child will benefit from the targeting of key learning points related to the learning intention set.

After a piece of work, a comment will always be written if completed under the guidance of the teacher. Comments should be motivational and personal. While single comments have their place, ideally time should be found to:

- Write a brief comment that praises something within the piece of work
- A comment or a question that target a specific area for improvement
- In EYFS and KS1 the 2 stars and a wish approach will be used and will be made explicit to children
- In KS2, the PAN (Praise, Attainment, Next Steps) approach will be used and will be made explicit to children

Before the next piece of work is undertaken, time will be given to re-visit the targets from the previous piece of work

Approaches to Marking

- In EYFS and KS1 the 2 starts and a wish PAN approach to marking will be used by all teachers at Westwood Primary School.
- In KS2 the PAN approach to marking will be used by all teachers at Westwood Primary School
- Marking should be undertaken as quickly as possible, ideally with the child/group, so that a dialogue can take place and areas of difficulty can be dealt with promptly.
- In Literacy and Numeracy, focused marking and feedback will be undertaken by the teacher with a group of children in each lesson.
- Selective self-marking for older children is acceptable providing accuracy of marking is checked and initialled by the teacher afterwards.
- Children should be taught to reflect on and respond effectively to teacher comments.
- Time should be allocated for children to reflect on teachers written comments.
- Children's work should be valued. Correcting every mistake and defacing work may be demoralising.
- When written comments are made by staff, questions should be posed which children should be expected to answer.
- Teachers should write legibly and model good practice with regard to handwriting and presentation guidelines
- Support staff should record comments and initial. It is preferred that support staff record comments on post its.
- In Literacy and Numeracy on-going reminders to be written on post-its until achieved.
- Work completed independently will be checked by an adult
- The marking code attached to this policy in the marking guidance will be followed

Review

To be reviewed by the staff, Headteacher and Governing Body on a two year cycle

School Marking Codes

See attached sheet on Marking and Feedback Guidance