



Northgate Primary School

Marking and Feedback Policy

1. Aim

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to catch up and close the gap between current and desired performance. At Northgate Primary this important stage of the teaching and learning process is also called '*Developmental Marking*'.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at Northgate Primary:

- i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) '**Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils may be required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

3. Procedures for Marking.

All marking is to be done in a clear legible hand at a level consistent with the reading ability of the child.

The marking code is to be followed in all cases. (See Appendix 1)

The marking code should be accessible to all pupils in the learning environment

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week.

In developmental marking

- Success against the learning objective will be identified using the marking code. There will be some **specific achievement feedback** which identifies specific aspects of successful attainment and of progress.
- Improvement required will be identified with a 'Next Steps' comment. There will be some **specific improvement feedback** which identifies where mistakes or misconceptions lie and how work can be improved. (May be verbal in KS1 and written in KS2)
- In KS2 or with higher attaining pupils in KS1 there may be some **specific extension feedback** which identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. **In general no more than 3 spelling corrections for a piece of work will be made.**

4. Providing Effective Feedback

Any feedback given must be comprehensible to the child and designed to help them improve work and make progress.

In KS1 the majority of feedback will be given verbally particularly during focused group work when an adult is developmentally marking a child's work.

In KS2 feedback will be a mixture of verbal feedback and written comments at the end of a piece of work which identify what has been done well in a piece of work and, where appropriate, identify an area for specific improvement or deeper investigation.

The marking code symbols will be used in both KS1 and KS2.

Effective feedback may:

- Provide additional explanation to consolidate or reinforce understanding.
- Extend understanding to deepen learning.
- Address/explore misconceptions.
- Pick up errors if apparent (e.g. misspelling of high frequency words, calculation errors).
- Address incomplete work or presentation issues.
- Focus on a need to practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

Feedback comments will sometimes require a response from pupils. Pupils will be encouraged to read and react to feedback given. There will be regular structured opportunities for pupil response in KS2 in particular.

5. Self-Assessment and Peer Assessment.

Self-assessment

Pupils will traffic light their work against their learning objective as follows:

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'.

Green: 'I can understand and do this and it shows in my work'.

Peer-Assessment

Towards the end of KS1 and throughout KS2 pupils will have opportunities to 'Peer assess' each other's work. Pupils will identify one positive aspect of the work and suggest one area for improvement.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy. Children with identified SEN or who have EAL will be supported appropriately to understand feedback given.

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Assessment Policy

Agreed by staff: January 2017

Agreed by governors: January 2018

Review Date: Annually

P. S. Marsden

Chair of Governors