



Marking and Feedback Policy **Hampstead Parochial Primary School**

Why do we feedback on children's learning?

- To make an assessment of children's achievement so far
- To help us to decide what children need to do next to move forward with their learning
- To share with children what they need to do next to make progress in their learning
- To check whether children are taking our suggestions on board and making progress
- To praise specific successes in learning or in the effort applied to learning

There are a number of different audiences for your feedback / marking

- **The children**
- You, the teacher
- Colleagues (including inspectors)

Points to consider about marking

- Learning across all areas of the curriculum must be acknowledged in some way.
- You will need to make a *professional judgement* about the intensity of marking required for each piece of work.
- Feedback, particularly written, needs to be communicated consistently from the range of people who provide it e.g. teacher, teaching assistants, peers, pupil etc.

Marking alongside the children – by teachers/ support staff




- Feedback alongside the child often takes place during guided sessions, when children are being taught in a small group by the teacher or a member of the support staff.
- Verbal feedback may include:
Acknowledgement of good features
Next Steps
Annotation of written work
Modelling of examples
- Feedback alongside the child should annotate the level of support they have received e.g.
VF = Verbal Feedback: Verbal feedback alongside the child.
I = Independent: The child has worked without adult intervention.
T = Teacher Assisted: The child has been given some direct assistance by the teacher.
TA = Teaching Assistant Assisted: The child has been given some direct assistance by the teaching assistant.
P = Peer Assessed: Marking/Feedback has been provided by a peer.
S = Self Assessed: The child has assessed their own learning.

Marking away from the child – by the teacher

- Always involves a form of annotation (writing on children's work)
- Is usually followed by a planned opportunity for the child to reflect on the annotation (time needs to be built in so that children can action points for development/ consolidation e.g. with talk partners/ at the beginning of sessions)
- At least one piece of extended writing a week should be detailed marked against the child's targets and Next Steps should be provided with time planned for the child to respond
- Next Steps in Maths should be printed on green so it is clearly visible to child and teacher

Children marking their own work – self-assessment

- Children should, where possible, self assess their own learning against the learning objective and/or the success criteria using the traffic light system
- Children should annotate learning to reflect achievement of their individualised targets
- Teachers should use smiley symbols to show assessment of the children’s learning

	Met LO, confident, achieved target, understood
	Partially met LO, fairly confident, partially met target, partially understood
	Did not meet LO, not confident, did not meet target, did not understand

Children marking other children’s work - peer assessment

- Train the children to peer assess using the ‘2 stars and a wish’ idea (the child draws two stars next to something they think their peer has achieved – related to the Learning Objective (LO) or Success Criteria (SC) where possible - and writes a ‘wish’ which could improve the work next time) **Y1 – Y6**.
- Alternatively, children can collaboratively improve their learning.
- Peer assessment helps to train children to look at learning closely and become better at assessing their own learning.


Using annotation in order to make a difference to children’s learning

- Highlight selected successful elements of the work in **pink** which demonstrate that the learning objective has been met (up to 3)
- Areas for development are to be identified in **green** pen (up to 2)
- Use the smiley system to feedback on the learning objective
- If the LO has not been achieved, write a comment to acknowledge positives and put a ‘next steps’ comment
- Throughout learning, annotate highlighted sections to explain how/why a pupil has been successful
- Give NS or ‘Next Steps’ comment at the bottom of the piece of work.
- The children’s learning will be annotated according to the marking code
- Underline words the child should be spelling correctly (this will depend on the individual child) – use your judgement as to how many

Reviewed by Governing Body	Autumn Term 2015		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2018		

Marking Code



- **pink highlighter** – this part of your learning has met the Learning Objective or LO
- **underlining in green pen** – this tells you what your next steps are (what you can do next time to improve your work)
- **sp** in the margin and individual words **underlined in green** – this means you need to check your spellings (try your best to spell these correctly next time)
- **^** - this is an insertion (can you put another word in here to improve the sentence?)
- **O** around a letter or a word – this means you need to check your punctuation (please use this correctly next time)
-  underneath part of a sentence means re-read it. Something doesn't make sense!