

Moldgreen Community Primary School



Marking, Response and Feedback Policy

Written by: Full staff
Date: October 2018
Review Date: October 2019

Rationale

At Moldgreen Community Primary school our Marking, Response and Feedback Policy ensures maximum progress, achievement and attainment for all children.

Aims and Objectives

The aims and objectives of this policy are:

- Children can identify their successes and areas for development.
- Children are able to reflect on feedback and use this to improve their learning.
- We aim to create common practices and attitudes when responding to children. Any form of response is seen as a partnership between an adult and child or between two children.
- Marking is made against the key learning objectives and success criteria which are shared with and co-constructed with children.
- Marking may include questions to extend or focus children's thinking.

Marking

- Marking symbols are consistently used and relate to the learning objective and success criteria.
- Marking is meaningful and impacts positively on learning.
- Marking is clear, specific and teaches by illustrating how to improve.
- Written comments are made in order to improve learning.
- Marking highlights how effective a piece of work is and identifies strengths.
- Marking will be against success criteria and will identify future targets.
- In marking, adults will look for and address persistent errors and patterns of errors.
- Marking will be at the level of the child's comprehension.
- All marking is done in blue pen.
- Our marking of spelling is consistent and depends on the task and the child. Initially, spelling will focus on the correct use of taught phonics, key words or high frequency words.
- We encourage self-correction where appropriate and seek a balance between correct spelling and fluent writing.
- We encourage children to use new vocabulary.
- In Y5/6 Big Writing staff will use green dots at each end of the line to show where editing is required.

Peer Marking

- From Key stage 1, children are encouraged to support each other and feedback on learning and achievement.
- Children should be given the opportunity to act as response partners and peer mark their work.

Response

- Responses need to be constructive, impact on learning and need to be as immediate as possible.

- Where an improvement or correction is needed, children should immediately alter their work in response using purple pen from Y2 upwards.
- Children are, where appropriate, encouraged to respond to marking.
- Children will have opportunities to improve their work.

Monitoring and Evaluation

The Senior Leadership Team will regularly monitor and evaluate the effectiveness of the marking, feedback and response policy.

The SLT will monitor:

- The effectiveness of marking in order to move learning forward.
- The achievement and attainment of children over time.
- The quality and consistency of marking across all phases and subject areas.

Agreed Symbols for Marking
Moldgreen Community Primary School
September 2017

Symbol	Meaning
	Correct answer
	Incorrect answer
	Verbal feedback given
	Target
	Token/Treasure
	New paragraph
	Missing word
Sp	Spelling mistake
?	What does this mean?
P	Punctuation missing
	Independent work
	Supported work
	Correction

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