

# Feedback and Marking Policy



Westgate C.P.  
School

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## 1. Objectives

- To monitor, evaluate and review pupils' current understanding in order to identify their next steps for progress and improvement.
- To provide immediate feedback where possible to support learners
- To promote a positive self-image for learners, using this to promote value and pride in pupils' work.
- To celebrate and reward pupils' achievement and progress.
- To standardise the marking procedures used throughout the school.
- To enable pupils to self-evaluate their work and take responsibility for their own learning.
- To provide evidence for assessment, recording and reporting.

**'Consistent high-quality marking from teachers will ensure that pupils make significant and sustained gains in their learning.'** (OFSTED Inspection Handbook)

**'Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'** (Teacher Standards)

At Westgate CP School, we ensure that learners get the maximum benefit from their education through regular feedback. Feedback will be used to either move learning on in an appropriate, timely way, or to provide opportunities for re-teaching, consolidation or challenge within specific objectives. We aim to use immediate feedback in the form of live marking. This may be in a 1:1 situation, or in the way of a mini-plenary with a small group or with the whole class.

With live marking being the predominant practice, staff will no longer be asked to use the VF symbol. However, other symbols may be used to support the children and move their learning on – see below.

Where written marking is used, the comments will be short and meaningful. Staff will use **green pens** to show the children what areas of their work have met the Learning Objective or Success Criteria for that session, and the areas for development. Such marking comments will be written in a timely manner to maximise the effectiveness, allowing children to respond to it and build upon it soon after the learning has taken place.

Where appropriate, children will use a red pen to respond to written feedback. They will also use this to edit and improve their work. Children in KS1 may use pencil. Teachers may also use self-marking by the pupils where appropriate.

Self and peer-assessment are also used and encouraged, particularly in KS2. This allows children to critically reflect upon their own learning progress and performance, and allows them to be more responsible. Self and peer-assessments help children develop their judgement skills and their understanding of the steps to success. Self-assessment also removes any possible peer pressure, as the children are evaluating themselves.

## 2. Strategies

- **Verbal feedback** should be given during lessons while the learners are engaged in the learning process.
- **All marking comments will be made using a green pen (or highlighter)**  
**Marking will highlight success** in respect to pupils demonstrating their understanding of a specific objective/skill, with this being taught through a sequence of cohesive lesson activities to build understanding.  
Where pupils need time to **develop their understanding, marking and verbal feedback** will provide a guide for the following lesson as to the re-teaching, consolidation or challenge activities that will be undertaken.
- Where pupils spell Common Exception Words (CEWs) and subject specific words (SSWs) incorrectly, these will be identified (see marking code below) and children will be expected to correct them. In these instances, the adult will write the correct word of the spelling in the margin and the child will then write it out correctly **three times**.
- There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on marking and assessment. **Peer assessment** and **self-assessment** will also be used, particularly in KS2.
- In the 'I Am A Clever Writer' (IACCW) sessions, those books not marked in the lesson will be reviewed before the next lesson. CEWs, SSW and the Vocab words spelt incorrectly will be identified by the teacher (see above) but other written comments do not need to be made. However, the review of the books will be used by the class teacher as Assessment for Learning (AfL), to inform future planning and/or any next steps for the following lesson.  
Written comments in other books will be kept to a minimum and written in a timely manner.
- Pupils will be encouraged to **showcase their learning** during the class day via a variety of means (gallery, teacher / peer celebration, celebration assembly, Headteacher Wow Board, reading aloud etc.).
- In the interests of reducing teachers' workload, **teachers should fit all marking within the working day** (including planning, preparation and assessment (PPA) time). However, all English books should be reviewed (as above) to assess for gaps to be addressed in the next lesson.
- **All assessments should be marked by teachers.**
- For NFER papers, teachers will mark the papers and use the Gap Analysis Tool on the NFER website to identify gaps and to inform future planning.
- For SATs papers, teacher will mark the papers and use the analysis tool to identify gaps and to inform future planning.







### 3. Outcomes

Marking will be carried out professionally and learners will benefit from the daily assessment of all work. It will be used to encourage and celebrate learners' achievements and for the forward planning that will ensure that lessons build curriculum understanding over time. Marking will ensure that pupils receive the correct support in future lessons, or give opportunities for consolidation and challenge within given objectives. It will be used to underpin clear and accurate assessment feedback to learners and parents.

The marking and feedback policy will be reviewed on a regular basis by staff to ensure that it is effective and workable.

### 4. Marking Code

The marking code below will be on display in the classroom.

Westgate Feedback and Marking Key 	
<b>green pen</b>	Marking colour for all comments.
	A dotted line underneath a word means spelling correction is needed.
	Two slash lines indicates a new paragraph is needed.
	Look at this. What is missing? What should this be?
	Look at this section. Re-read and edit or improve.
	The child has had support from an adult

### 5. Marking in Reception

Marking in Reception has two purposes:




- A means of assessment for the teacher

- Modelling writing for the child.

**Strategies:**

- Verbal feedback should be given during lessons while the learners are engaged in the learning process. As such, all marking is done with the children at the time.
- Teachers write in black pen or pencil when modelling with the children.
- Green pen is used to make annotations for the teachers' own use.

**Marking Code**

Westgate EYFS Feedback and Marking Key 	
	Independent writing
	The child has had support with all or elements of writing/ learning