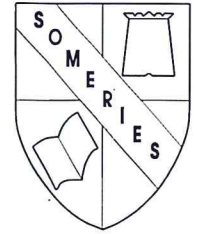


# SOMERIES JUNIOR SCHOOL

## POLICY ON MARKING AND FEEDBACK



### Aims

We believe that our systems for marking and feedback to children should be consistent across the school, should reflect our assessment for learning principles and be an integral part of our whole school policy for assessment.

Marking should be meaningful, motivating and should contribute to progress.

### Principles and Guidelines

- There is a positive ethos where pupils are encouraged to regard errors as developmental signposts that are part of the learning process.
- Children's motivation and self-esteem are central considerations when providing them with feedback.
- Written feedback will be through a combination of simple symbols that have been explained to the children.
- Pink highlighted aspects indicate positive elements that have been achieved and green highlighted aspects indicate areas that children need to work on. A written comment is added that will enable children to see which elements have been successful and which need further improvement. Pink and green marking is expected once a week in English, Maths and Science and as appropriate in other subjects.
- Comments will link directly to improvements and next steps and specific examples provided where appropriate.
- Work will be marked before being handed back to the children.
- Pupils will be encouraged through all forms of feedback to understand what steps they need to take in order to improve their work and extend their learning.
- Work will be marked at a varying level of depth based on teachers' professional judgement. The focus for marking will be limited to a few priorities and will be linked the learning intentions and the success criteria for the piece of work.
- Children will be given time and opportunity to read and respond to written comments (during 'fix it' time) in green pen. The responses will be marked.
- Children will be encouraged to reflect on their own work and the work of their peers in order to develop their self-evaluation skills through self-assessment and peer assessment.
- Common misspellings (3 maximum) should be corrected where appropriate.
- Grammatical errors (3 maximum) should be corrected where appropriate.
- Supply teachers will be expected to follow the same criteria where appropriate and will be referred to the marking policy.
- A range of pupils should be consulted to inform policy updates.

### Cross Reference

Assessment Policy (What teachers need to do AfL Guidelines)

Revised at staff training day, 30 October 2017

To be reviewed and ratified at the Full Governing Body Curriculum Committee - 28.11.17

Review: Autumn 2019