



Sudbury Primary School Marking and Feedback Policy 2015-16

The single most powerful key in learner development is feedback. Therefore, Sudbury Primary School recognises its duty in ensuring the feedback, which is provided to pupils, is of a high quality and is appropriate to their age and level of development.

Feedback has two key elements; the formative and the summative. Formative feedback is about feedback and feed forward; what a student needs to do next to improve. Summative feedback is about what a student has achieved at the end of a phase of learning or piece of work.

At Sudbury Primary School:

- Pupils are provided with regular marking and feedback to inform them of how far they have met an objective.
- Marking and feedback supports pupil in identifying their next steps in learning to ensure progress is constantly being made.
- Both verbal and written feedback is given, depending on which is most appropriate for the learner and which is most appropriate for the learning.
- Marking refers to how far a pupils has met the success criteria or the learning objective of the lesson.
- Marking informs future planning so that pupils are always being taught at an appropriate level.
- Written marking contributes towards evidence of pupils making achievements against their assessment ladders.
- Time is spent to ensure all pupils fully understand the method of marking used and how it should be used to improve; feedback is differentiated depending on age and ability of the pupil receiving it.
- Personalised feedback and intervention are given when required.
- Marking and feedback acknowledge a pupil's effort as well as their achievements.
- Team points and stickers can be awarded within marking and feedback (up to three), however, pupils should be aware that they are working towards success and not just aiming for rewards.
- A range of assessment methods are used to inform making and feedback: peer assessment, self assessment and teacher assessment.
- Pupils are taught the necessary skills required for effective peer and self assessment to take place.



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- Time is given to respond to feedback and to begin working towards next steps.
- When pupils are asked to respond to feedback they are given either:
 - i) An example prompt
 - ii) A scaffold prompt
 - iii) A reminder prompt
- All staff and pupils concerned are fully aware of the notations used within marking and their meaning. These are clearly displayed in each classroom.

Marking Notations

- Purple pen used by the teacher to mark work
- Green pen to be used by children to edit and improve their own work, respond to teacher's comments and next steps or self and peer assess work
- Where a pupil has met part of success criteria, met a target or has recorded evidence which can be used to inform assessment skills ladders, this is highlighted in yellow
- // pupil needs to begin a new line
- ^ pupil has missed out a word (a suggestion might be given, dependant on age and ability of pupil)
- Letter to be circled when capital letter has been missed.
- Circle to show where punctuation has been missed or chosen punctuation is incorrect
- *a star is used to inform pupils of the strengths in their work and how they have achieved the LO or met part of the success criteria
- → is recorded before the teacher records the pupil's next steps for progress
- • is only used when an answer can be clearly right or wrong e.g. numeracy or multiple choice
- SP a word incorrectly spelt and informs pupils they must correct it
- I work carried out independently
- 1-1 Worked with an adult on a 1-1 basis
- G Guided work
- S Supported work
- **RR (Read and Respond)** Informs a pupils that they need to go back over their work, read the teacher's comments and respond to them (in green)
- **LO PN** More practise is required in meeting objective- little progress has been made
- **LO WT** Pupil has made some progress in working towards the learning objective
- **LO MET** Pupil has met learning objective
- **LO MET+** Pupil has met learning objective and has started working beyond
- Marking will be moderated periodically to ensure consistency, effectiveness and to reflect on practice

Sudbury Primary School expects learners to:

- Take the time given to reflect on feedback
- Carefully review their own work where appropriate and when asked
- Engage in giving their peers good quality feedback where appropriate
- To, with the help of their teachers, become more independent in the identification of their strengths and next steps



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Sudbury Primary School expects parents and carers to:

- Take an interest in the feedback students receive, helping them to celebrate their successes and identify their next step

Agreed by governors on: 4th November 2015

Signed: T.Waterfall.