



Hawthorn Primary School

Marking and Feedback Policy



**'Where Every
Child Matters'**

Rationale

At Hawthorn Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking. We also want our feedback system to have a beneficial effect on the behaviour, motivation, and the self-esteem of the children. Marking should be understood as a dialogue for learners and they should be involved in the process as much as possible.

Aims of Marking and Feedback

- To provide meaningful feedback to children about their work promptly and regularly.
- To allow children to progress through the school knowing what is expected of them in all areas of their work and understanding their personal targets.
- To provide feedback on children's work positively, with emphasis on praise and encouragement
- To involve children in assessing and evaluating their work and that of their peers, thus giving them a sense of involvement and responsibility.
- To provide children with the opportunities to reflect upon their work.
- To ensure that children understand their achievements and know the next steps in their learning in order to make progress
- To adjust future learning activities as required.

What do we mark?

At Hawthorn Primary School, we think about marking in terms of giving feedback about a child's work completed at school or as homework. This may take a number of forms including verbal, written, observational, formal and informal feedback and may be given on a group-basis as well as an individual one.

When do we mark?

Where and when possible, marking should be done **alongside the child** in the classroom during the activity the children are undertaking. This is also known as 'live marking'. As well as having verbal feedback during discussions with the children as part of their learning, it may also be pertinent to write a comment at the end of a child's work, however this should always aim to identify the next steps in a child's learning. Any written comments should be clear, concise and age appropriate.

How we mark pupils' work?

- All marking and feedback in books should have the ultimate aim to move the learning on. This can be done through modelling, questions or feed forward comments.

- Red ink is to be used when teachers/ LSAs are marking children's work. This clearly differentiates between the feedback the teacher has given, and any self/peer involvement.
- It is important that a neat, appropriately formed/ joined script is used. Staff must act as role models in the presentation of their marking to provide a good example for the children to follow.
- All comments written by teachers on children's work should be encouraging and reflect the school's high expectations for good presentation of work.
- Any form of marking should be initialled and dated by the staff member **at the point of feedback.**
- Children should be encouraged to evaluate their own work and that of their peers using AFL strategies and procedures. Self/ peer assessment may be undertaken using coloured pencils (e.g. pink for 'tickled pink' to highlight very pleasing comments and green for 'green for growth' comments to highlight areas needing improvement)
- Where improvements have been made, this should be done using a purple pen.
- Across the school, a great deal of verbal praise is given.

Feed Forward Marking

The Feedforward approach is a robust, informative way of marking which offers celebration of individual excellence, next steps for both individual children and cohort groups within a class. It allows children to become proactive in generating and using ways forward to improve their performance as learners. It enables pupils to have time to address their misconceptions and so are engaged with improving their work and developing their resilience, whilst facilitating sustained improvement.

Continuous Teacher Assessment

It is important that constructive ways of recognising learner achievement are central to classroom practice. This can be via interaction during practical activities or discussions, use of assessment for learning, marking of children's work and feedback through oral or written comments or through a virtual platform such as SeeSaw and/or the Hwb tools including Google Classroom.

Pupil Assessment

Self and peer evaluation is encouraged throughout the school to encourage pupils to ensure that pupils are aware of expectations and how to improve on work. As the children progress through the school they should be given increased opportunities to comment upon their own and the work of others. The marking of their own work must follow the marking code

Marking across the curriculum

Literacy, Languages and Communication

When correcting spelling, grammar, punctuation, the number of mistakes corrected should be left to the teacher's discretion and their knowledge of the child and his/her age/needs. Missed words should be identified with a ^ symbol.

When pupils are speaking and listening or reading aloud, it is important to give immediate verbal feedback to pupils in order to support the development of the children's ability to express and communicate ideas, opinions and feelings and use grammar and Standard English correctly. Children are also encouraged to assess their own work in relation to their individual targets.

In longer pieces of written work, a more detailed marking approach will be undertaken, using the success criteria derived from the 'cold write.'

Numeracy

- In the Foundation Phase figures written incorrectly should be identified during the learning dialogue with pupils. Opportunity should then be given to the child for them to form the numbers correctly.
- A red dot should be used to identify mistakes **not** a red cross.
- Any corrections requested by the teacher should be completed before stating any new work.
- Children are also encouraged to assess their own work and the work of others.

Handwriting

When marking handwriting, emphasis should be put on:-

- correct pencil grip (from the very early school experiences)
- correct letter formation
- correct spacing between words
- joined letters and fluency in style (older pupils)

Marking in Welsh

Welsh phrases can be used across all AOLEs to provide feedback. These include:

- lawn
- Da iawn
- Hyfryd
- Dal ati
- Bendigedig
- Gwaith da
- Gwaith hyfryd
- Gwaith taclus
- Ardderchog
- Gwych
- Da iawn, rwyt ti wedi
- Tro nesaf, rhaid i ti

Rewards/Incentives

At all times sensitivity should be shown towards the needs of individual pupils. Children respond to rewards and incentives for good work and high expectations that we have at Hawthorn Primary School. Such incentives include Dojo points, incidental Welsh awards, stars or stickers, a visit to the Head Teacher or a mention in Celebration Assembly on a Friday. These incentives can be used individually or in various combinations to encourage our children to work to their full potential at all times.

Training

The school PL programme and staff induction procedures ensure that everyone is aware of and adheres to this policy. Staff are updated each academic year and as and when required.

Headteacher/SLT

The Headteacher/SLT have overall responsibility for monitoring marking and feedback.

Class teacher

Individual class teachers are responsible for the implementation of marking and presentation procedures.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. This policy will be reviewed annually as part of school's self-evaluation processes.

Policy written:
July 2024

Next Review:
September 2025