



Willow Bank Junior School

Marking and Feedback Policy

Non-statutory policy

<i>Version</i>	<i>Last Review</i>	<i>Next Review</i>	<i>Committee</i>	<i>Comments</i>
1.0	January 2015	January 2018	Learning & Teaching	Revised policy
1.1	July 2019	July 2022	FGB	'Workload' section added and small changes to 'Spellings' and 'Parental Involvement'
1.2	November 2021	November 2024	Learning and Teaching	'Marking Code' section added and Mathematics section edited
1.3	December 2024	December 2027	FGB	No changes

Introduction

Marking is the teacher's recognition of the child's work, effort, achievement and progress. It should indicate approval, encouragement, suggestions for improvement and correction **where appropriate**. Pupils should be proud of their books. Their work should be neat and well presented.

Workload

We recognise that too high an expectation of extensive marking can create too demanding a workload for teachers. The factors in this policy should be considered in light of this, and should be seen as a set of guiding principles, not as absolute conditions. There is not an expectation that all pieces of work will be marked to the same degree of detail. Detailed marking should only be used where the teacher believes there to be a real value for the child. Where a teacher feels that the marking workload has become too great, either for themselves or for a colleague, the SLT will work with them to identify ways in which the workload can be reduced.

Experience tells us that children respond best to immediate, verbal feedback more than written feedback a few days after they have produced a piece of work. Therefore, this policy acknowledges that verbal feedback is often a viable alternative to written feedback. Written feedback should be used to identify recognition of the child's work, or to go into more detail where this is deemed valuable.

An appropriate level of marking within the teachers' workload makes a valuable contribution to their mental well-being, which it is the school's responsibility to promote and protect. It also allows teachers to direct their energy and motivation in ways which feel of value to them and to the children.

Marking Code

An agreed marking code should be used to communicate next steps, editing and areas for improvement.

P	Punctuation
C	Capital letter
S/yellow highlighter	Check spelling
V	Vocabulary
R	Repetition
T	Tense
^	Missing word
//	New paragraph
Pr	Presentation

Depending on the age and needs of the child, these codes will be written in the margin or at the top of the page. It is expected that these codes will be used for extended marking writing in English but that they are also for use, where appropriate, to feedback in other subjects.

Grammar and Punctuation

Children should be encouraged to use appropriate punctuation for their age and ability. Wherever possible, it is beneficial to read children's writing with them, enabling discussion of appropriate grammar, particularly tense. Children should also read their writing to other children who can also make comments. Self-evaluation sheets may also be used.

Planning and Organisation

As stated above, feedback should, wherever possible, take place through discussion with the child. Mistakes are considered part of the learning process and success should be measured in relation to the learning intentions for a particular child. The teacher's writing should be clearly legible alongside the child's and marked in a different colour. Feedback is a means of directing children as well as a means of assessment. Written comments should be positive and, where appropriate, appreciative of content and give guidance as to how improvements can be made. Feedback should be focused on a child's personal target and be diagnostic in approach. Time should be given for children to read and respond to feedback.

Spelling

It is vital to have a positive attitude towards a child's approach to spelling and to correct errors with sensitivity. As the emergent speller becomes more confident, they should be expected to use their phonic knowledge. At all stages children should be encouraged to read through their work before the teacher marks it and where possible make a redraft. They should correct their own work or put a line underneath those words they believe are misspelt. Children should also be encouraged to use a dictionary, spellchecker or to ask another child or adult in the room. There is no expectation that all spelling errors in a piece of writing should be corrected, particularly where the focus has been on content and style. Uncorrected spellings in a marked piece of work **do not** indicate that the teacher is unaware of them, or does not care about spelling. Consistent errors in spelling patterns or high-frequency words will be addressed independently with the child.

Mathematics

Where a child has made an incorrect computation, the teacher should mark this with a dot or a cross to indicate where the mistake was made. Green highlighter should be used to indicate where the learning objective has been met. Teachers should encourage children to reflect on marked work in a variety of ways. Children should also be asked to check their own work before the teacher.

Science and other Curriculum Areas

Good handwriting and basic punctuation should be expected, in line with each child's ability. There is a need to mark their work with understanding of what children have written and to respect their effort. Writing in these subjects must allow children to communicate their understanding without concerning themselves about spellings that they are unsure of, as they would for English.

Special Needs

Feedback should be sensitively applied so that it does not demotivate the child. If a large number of mistakes are seen, it would be beneficial to the child to focus on only one or two key points.

Progression

As all the staff have agreed to follow the same policy for feedback and presentation, this will ensure continuity between classes and year groups.

Parental Involvement

It is felt that parents should be made aware of our marking systems at parent consultation evenings, and of our expectations about the level of marking that teachers will have given in books. We will continue to work with parents to explain the reasoning and the merits behind our approach to marking and feedback.

Staff Roles and Responsibilities

It is expected that marking will be kept up-to-date. It is an agreed expectation that all staff employed at Willow Bank Junior School use this policy in its entirety