



**Leamington Federation**  
**Sydenham Primary School and Lighthorne Heath**  
**Feedback and Marking Policy**

**Aims:**

- To provide formative assessment information for teachers in order to enable them to plan effectively for individual needs, and to set targets for future development.
- To provide clear feedback to children about strengths and weaknesses in their learning and provide the next steps.
- To recognise, encourage and reward children's effort and progress.
- To focus teachers on those areas of learning where groups and individual children need specific help.
- To provide a record of children's progress.
- To help parents understand strengths and weaknesses in children's work.
- To provide information for parents and other teachers.

**Principles:**

- At Sydenham and Lighthorne Heath Primary Schools marking/feedback can be used to acknowledge children's achievements and for praising children for good learning, effort and progress.
- Marking/feedback is also a diagnostic method of assessment, used to move forward children's learning by increasing teachers' knowledge of the children's needs. As a diagnostic tool, it is most effective during the lesson when the children are involved in self or peer assessment.
- Marking/feedback is positive and constructive, whilst identifying areas of difficulty.
- Marking/feedback procedures are consistently applied across the key stages.
- Pupils and parents will have the marking/feedback procedures explained clearly to them.
- Teachers will ensure that all work undertaken by pupils is marked.

**Processes:**

- Comments made (verbal and written) should : (i) be a diagnosis of attainment, and future need, and should incorporate small targets for future attainment, or (ii) praise the pupil's work and/or the effort and enthusiasm s/he has put into the work or both.
- Work should be marked as soon as possible and, wherever possible, teachers should mark work with the pupils.
- Marking/feedback should relate to the learning intentions, success criteria or to the IEP/ILP targets.
- There will be a common standard of expected presentation: each piece of work should have a date and clear Learning Objective recorded.
- Marking should be done in green pen.
- An individual comment, tick or symbol may be made at the end of a piece of work or at an appropriate place within the work.
- When marking work, the following symbols can be used (directly related to the Learning Objective), and these should be explained to the pupils:
  - **U**nderstood
  - **I**ndependent
  - **G**roup
  - **GW** guided writing
  - **S**upport
  - **P**aired
  - **C**onsolidate
  - **CI** Collaborative improvement
  - **sp** & underlined :spelling
  - **O** incorrect punctuation (circled)
  - **^** : omission

- // New paragraph
  - **ST** supply teacher (particularly useful if ST has not marked the work!)
  - **mp** mini plenary
  - **ti** teacher intervention
  - **ai** assistant
  - **VF** verbal feedback
- In Reception and Key Stage One pictorial symbols are used as follows:
    - **CL** capital letter
    - ● full stop
    - ↶ read back
    - ^ finger space
- Errors in copying should be marked.
  - Older children should be expected to correct spellings (3 per piece of work.)
  - Developmental marking/feedback is used regularly to give children positive praise and identify their next steps. A green highlighter is used by the teacher to evidence where the child has met the success criteria/learning objective. A pink highlighter is used to draw the child's attention to an area for development.
  - Response to feedback is used to identify areas for progress and practice skills in these areas
  - Teachers should be clear about the audience for whom their comments are intended.
  - Written teacher comments should be neat and legible and reflect the school's handwriting policy.
  - Pupils should be encouraged to mark some of their own work, appropriate to their age and ability. For example, pupils may write comments about their understanding, or the processes used in order to solve a problem; editing their English work; reading back to the whole group or swapping with a partner; using self-assessment sheets in year 5/6; using a calculator to check work. The process of self-marking will encourage independence, but it is important that the teacher checks work where this process has occurred.
  - Where possible, verbal feedback is given at the point of teaching and a response to this feedback should be evident in the child's work.

### Equal Opportunities:

- At Sydenham and Lighthorne Heath Primary Schools we undertake to provide equality of access to all aspects of the curriculum to all members of the school community. We aim wherever possible to ensure translation services in order to facilitate parent / school partnership. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities and Inclusion policies.

### Race Equality Statement

- At Sydenham and Lighthorne Heath Primary Schools we offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.



### UN convention on the Rights of the Child.

- This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

**This policy was ratified:** September 2018

**And will be reviewed:** September 2019

Signed by the Executive Head teacher: *Juliette Westwood*

Chair of Governors: Jim Lyne