



## **Rush Common School Professional Practice Document (“PPD”) for Marking and Feedback**

### **1) Rationale**

Rush Common School believes that marking and providing feedback on children’s work is important. It ensures cohesion, balance and continuity in the school between and within age groups. Marking is an objective way of evaluating a child’s understanding, it provides a basis for planning future work and it informs future planning.

### **2) Aims**

By marking pupils’ work and providing feedback we aim to:

- motivate, encourage and promote high expectations and aspirations
- give pupils responsibility for their learning
- monitor progress and provide children with advice for their future learning
- help plan for individual needs as part of the planning and assessment process and in doing so, effectively support children’s learning
- give value to pupils work and the efforts they have made
- guide pupils in the improvement of their performance
- communicate clearly with pupils and parents

### **3) General principles**

Marking of children’s work has different roles and purposes and will involve both written feedback as well as verbal ‘in lesson’ feedback.

- The process of marking and offering feedback should be a positive one, with recognition given to the efforts made by the child.
- Marking and feedback should be directly to the lesson objective, success criteria and where appropriate, refer to the child’s own personal learning targets.
- Marking and feedback must clearly indicate what a child has done well and show the child what they need to do next, for example through an open question linked to the learning objective or a request to complete corrections.
- Adequate time must be given for responses to marking. Where the child is not able respond independently, other arrangements for communication must be made.

- Comments should be individualised and appropriate to the age and ability of the child.
- Teachers should aim to promote children’s self and peer assessment in order to engage all children in their own learning.
- Whenever possible, marking and feedback should involve the child directly; feedback is most effective in the presence of the child.
- Feedback may also be given verbally, through a variety of means including: peer or self-assessment, mini-plenaries or ‘lesson stops’, questioning and small group sessions.
- There should be a fair balance of teacher and child marking seen in books.

#### 4) Guidelines <sup>1</sup>

- mark in blue pen
- children’s responses to feedback and co-operative/self editing are to be completed in purple pen
- written comments, where possible, reinforce oral feedback
- highlighters are used to show achievement against the lesson learning objective, green for good and pink for areas to improve
- when a learning objective has been met, this is underlined in green highlighter
- oral and written comments are positive with a clear explanation for next steps and improvements
- a tick indicates that work has been seen
- errors or misconceptions may be underlined
- spellings are not always corrected unless the learning objective has this as a focus, however, for common spelling patterns, children will be asked to write the words out three times if used incorrectly.
- written comments;
  - refer to the learning objective, success criteria or individual targets
  - allow pupils to see teachers as a role-model writer
  - provide additional reading experiences
  - pupils need to be able to read the comments and understand what is required in response to the marking
  - communicate information about how a pupil has tackled a task, about the level of support given, highlighting achievement and/or concepts that need reinforcement or extension
  - pupils must be provided with time to look back and respond to teachers’ or peers’ feedback before moving on to the next task
  - teachers should ensure that pupil responses are acknowledged with either a tick or a comment as appropriate
- pupils may be asked to self or peer assess work using such strategies as ‘thumbs up’, ‘traffic lights’ or by writing comments which may ask

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<sup>1</sup> Refer also to the ‘Rush Common Marking and Feedback Guidelines’ document for staff which provides more detail regarding the implementation of the above professional practice document.

questions, encourage, remind, emphasise an improvement or point out a difficulty. Teachers should check the quality of peer and self assessments made by the children.

## 5) **Symbols and codes used to support marking and feedback at Rush Common School**

### **Teacher marking:**

P	punctuation
Sp	spelling
?	does not make sense
^	word missed out
Cap	capital letter needed
FS	full stop
//	new paragraph
•	error in maths calculation followed with a tick next to correction
_	error in written work
VF	Verbal feedback provided

### **Peer/self marking:**

PE/SE	Peer/self editing or re-drafting
CI	Co-operative improvement (peer to peer)
PA/SA	Peer/self-assessment

All pieces of work should be acknowledged in line with the guidelines and codes listed above. i.e. through teacher marking, peer marking or self-assessment.

**6) Review of this PPD**

The senior Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 10<sup>th</sup> November 2014

Signed: .....

Headteacher

Review Date: November 2017