



Wyndham Primary School Marking and Feedback Policy

Consultation that has taken place	May 2019
Date formally approved by Governors	June 2019
Date policy became effective	June 2019
Review Date	June 2020
Person Responsible for implementation and monitoring	Assessment Lead
Other relevant policies and information	All curriculum policies and national guidelines

Rationale

Wyndham Primary School aims to develop enthusiastic, confident and active learners who are effective in their approach to education in the primary phase, in their future education and life in an ever-changing world.

- To fulfil every child's potential through a commitment to high standards of teaching that actively motivates and challenges all children, engaging them in a broad and relevant curriculum.
- To offer learning experiences that cater for children's individual learning needs.

Aims

Consistent marking across the school is as important as the teaching and learning that takes place in the classroom. This policy gives guidance to staff on the purpose, types and frequency of marking. The aims of this policy are to:

- Identify next steps in learning.
- Identify how to improve learning.
- Inform the teacher of a child's progress and needs for future planning.
- Provide positive feedback about current work and effort and suggest targets for improvement.
- Provide children with the opportunity to respond to comments made by the teacher.



1. General

- 1.1. **High expectations are to be expected of all pupils and staff, in all subjects and at all times.**
- 1.2. High expectations would include;
 - Good presentation to include; using a ruler to underline and draw straight lines, a pencil to draw, sticking work in carefully.
 - Handwriting in line with the school's handwriting policy.
 - Challenging and extending pupils to encourage them to continue making progress and improve their work.
- 1.3. Adult supported work should be identified within a pupils work with 'Supported Work or 'S' – initials'.
- 1.4. Peer supported work should be identified within a pupils work with the peer recording their name or initials.
- 1.5. Guided work should be identified within a pupils work with 'Guided Work or 'G' – initials'.
- 1.6. 'Independent Work or I – initials' can be used when supported or guided work becomes 'Independent'. Where 'Guided Work' and 'Supported Work' is not identified then work will have been completed independently.
- 1.7. Teachers and LSAs / HLTAs should use pink, purple and green to mark in KS1 and green to mark in KS2.
- 1.8. Purple pens should be used to mark pupils (who have SEND) work when a target has been met.
- 1.9. Pupils should use the same colour as the teacher to self or peer-assess in KS1 and pink in KS2.
- 1.10. Teachers and LSAs / HLTAs comments should be positive, constructive and reflect the **effort** and **learning** that has taken place.
- 1.11. **Teachers and LSAs / HLTAs' comments will be designed to give pupils encouragement, the desire and opportunity to improve.**
- 1.12. House points/merits (indicated by '1HP' or '1M') should be given to all year groups to reward good work, progress or effort.



2. Marking

The following types of marking will all be used at least once within each teaching/learning cycle (please see the Teaching and Learning Policy for further information). Please note that this list is not linear and can happen in any order.

- 2.1. **Quick marking;** where pupils may have orally rehearsed, taken part in carousel activities, used iPads or have taken part in immersive learning strategies etc. Therefore, Teachers and LSAs / HLTAs should take photographic evidence of this or write a few short sentences to explain the content of the lesson and pupils' effort which can be stuck into books so that progression is obvious. No other marking is necessary.
- 2.2. **Peer-assessment;** In KS2 pupils may use critique or other peer-assessment techniques to mark each other's work. Teachers and LSAs / HLTAs marking would therefore simply be a sentence to acknowledge the child's comments, eg I agree/disagree with ...
- 2.3. **Self-assessment;** pupils may use smiley faces, coloured pencils or comments to assess their own work. Teachers and LSAs / HLTAs marking would therefore simply be a sentence to acknowledge the child's comments, eg I agree/disagree and be linked to learning intentions.
- 2.4. **Detailed marking;** this will take place when children have completed an extended task which needs to be marked in detail by the teacher or when pupils have failed to make the progress expected and need further guidance and support in order to do so. Teachers and LSAs / HLTAs should comment on successes as well as highlighting areas for developments to help the pupils to improve and make progress. In KS1 a 'two star and a wish' stamp is used. In KS2 one or two ticks commenting on successes will be followed by a next step / even better if to promote further progress.
- 2.5. During all stages of the teaching/learning cycle 'Verbal Feedback' should be noted with a 'VF'.
- 2.6. During all stages on-going constant feedback can be given through monitoring, conversations and annotating work as it is taking place during lessons. Thus immediate feedback can therefore be responded to instantly.
- 2.7. During all stages the marking codes should also be adhered to and applied to work.
- 2.8. During all stages comments should reward effort, perseverance and resilience.
- 2.9. During Literacy, the '**Cold Write**' will be assessed by Teachers / LSAs / HLTAs and initialled. Pupils will also assess their own work using a rubric.
- 2.10. Where WALT / WILF boxes are used in books, challenges attempted should be circled by the pupil and ticked by the Teachers and LSAs / HLTAs.



Marking codes

- 2.11. Marking codes should be applied and used by everyone; both pupils and staff.
- 2.12. Teachers and children should use differentiated marking codes (See Appendix 1).

3. Frequency of marking

- 3.1. Marking may take place during the lesson by giving verbal feedback (highlighting this with a 'VF') or by marking specific sections or questions using a green pen which allows for immediate feedback.
- 3.2. Work must be marked before the next session of that subject.

4. Monitoring and evaluation

- 4.1. All staff are expected to be familiar with this policy and apply it consistently.
- 4.2. Books will be monitored during whole school book trawls and as part of Learning Walks by Subject Leads, Link Governors as well as the school's Leadership Team as well as formal and informal observations by the Headteacher and Deputy Headteacher. Feedback will be given to staff.



Key Stage 1 Marking Code

	Well done, all correct.
	Incorrect.
	Correction during the lesson.
	Excellent...
	Well done...
	You have tried to ...
	I think you need some support.
	Missed a full stop.
	Missed a capital letter.
weNt	Capital letter in the middle of the word.
<u>said</u>	Oops, spelt incorrectly.
	You have tried your wish.



Key Stage 2 Marking Code

	Well done, all correct.
	Incorrect.
	Well corrected!
	Missed a full stop.
	Missed a capital letter. <i>Adult to circle in Y3 and Y4, pupils to self-correct in Y5 and Y6</i>
	Capital letter used incorrectly. <i>Adult to circle in Y3 and Y4, pupils to self-correct in Y5 and Y6</i>
	Find your spelling error.
	What do you mean?
	Think of a better word.
	Check your handwriting.
	Paragraphing
	Missing word

