



**MARKING & FEEDBACK SCHEME**  
**OCTOBER 2015**

**Written by: Mrs Michelle Brignell**  
**Reviewed and agreed with: Mr Chris Brown, Mrs Jayne Cottingham and**  
**School Teaching Staff**  
**(Date 2.11.15)**



‘Putting every child first’

## **MARKING SCHEME**

### **Rationale**

We have a marking and feedback scheme to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this scheme, there will be greater consistency in the way that children’s work is marked across the Key Stages.

### **Principles and Aims of Marking and Feedback**

The purpose of marking and feedback is:

- to celebrate achievement and effort in children’s school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria;
- to measure the school’s progress against national expectation. Marking and feedback should:
  - Relate to learning intentions, success criteria and targets (including IEPs – Individual Education Plans), which need to be shared with children.
  - Involve all adults working with children in the classroom, where appropriate.
  - Be based on the child’s prior attainment within the context of marking towards the learning intention.
  - Use consistent codes throughout the school. See Appendix for Marking and Feedback Guidelines.
  - Be recorded appropriately when given in verbal form, e.g. individual/group conferencing with an adult.
  - Give recognition and appropriate praise for achievement e.g. show another adult; a merit award; a sticker.
  - Give clear strategies for improvement.
    - Give time for children to read, reflect and respond to marking.
  - Respond to individual learning needs, marking face-to-face with some and at a distance for others.
  - Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified. • Ultimately be seen by children as positive in improving their learning.

- Inform future planning and group target setting.
- Be manageable for teachers.

### **Types of Feedback and Marking**

#### **Summative feedback/marking:**

This usually consists of ticks, dots, circles etc. and is associated with closed tasks or exercises where there is a correct/incorrect answer. Within Portesham CofE Primary school the pink and green highlighters (dashes) should be used instead of ticks/dots etc. Comments do not always need to be given in closed tasks or maths exercises.

#### **Formative feedback/marking:**

With oral and written feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and writing/maths targets. The pink and green should be used indicate to children the areas for improvement and successes.

**Self-Marking:** Maths, this happens in Year 2 (Later in year) and Key Stage 2, where appropriate.

#### **Self-Evaluation and Peer Assessment:**

Self-evaluation should be used during every core subject lesson in all key stages. The traffic light system should be used and within KS2 this should always be accompanied by a written reflective response.

Peer assessment should be used regularly within KS2 within the core subjects.

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements (see appendices for examples);
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem;
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions during the current or next lesson (KS2 must)
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

#### **Consistent resources and visual cues within classroom:**

##### **These notes apply to all KS1/KS2:**

- Display the 'Great Green' and 'Rethink Pink' posters.
- Have rethink pens, clearly marked for chn (blue)
- Have self- assessment pencils clearly labelled and available within the classroom

**This scheme has been developed within Autumn 1 term and should be implemented after half term across the school to maximise impact and consistency (October 2015)**

## Appendix 1

### Marking and Feedback Guidelines

(I)	Independent
(S)	Supported
(LP)	Learning Partner
(CT)	Class Teacher
(TA)	Teaching Assistant
(OA)	Other Adult
(PA)	Peer Assessed (child to write their initials and use Great Green and Rethink Pink)*KS2 this should be a regular occurrence within



Self-assessment circle (R/Y/G) Traffic lighting (KS2 with comments)  
This should be placed by the lesson objective and should be filled in by all chn every day.



Rethink Pens- These should be used by chn to edit their work and respond to marking.

---

---

(VF)	Verbal Feedback
●	Rethink Pink (Target or Correction)
●	Great Green (Correct)
	<i>*** Colours to be used to highlight strengths and/or corrections within a piece of work (where appropriate) and/or at the end of a piece of work.</i>

---

(G)	Grammar error. Find it and put it right.
(P)	Missing or incorrect punctuation. Find it and put it right.

(Sp)	This word is spelt incorrectly or is the wrong homophone. Up to 3 spelling corrections written 3 times at the end of the piece or in the margin.
------	--

^	Capital letter required
//	New paragraph needed.

---



Objective underlined in book-Not met objective



Objective underlined in book- Met objective



In Depth- In depth knowledge demonstrated (#1,#2,#3 ,#4)



Teachers marking colour (Green)