



Marking and Feedback Policy

Reviewed and amended by teaching staff	October 2020
Accepted by Governors	May 2016
Review Date	July 2021

Our feedback and marking policy is based on the principles that:

- Pupils have the right to feedback which will recognise their achievements and in turn take learning forward
- Feedback provides dialogue between child and marker, assessing progress and inform future planning
- Children will be encouraged to take responsibility for their own improvements, evaluating their own learning
- To be meaningful, feedback must be linked to the learning intention and children must have an opportunity to reflect on its meaning and make the necessary changes.

In Lesson Feedback and Marking

In lesson, feedback is the most effective and reflects the very best of practice. Pupils need to have opportunities to receive feedback as they learn; this may take the form of verbal feedback, supported editing, peer review or self-review against success criteria.

Peer /self-Improvement of writing

During lessons, pupils will be given the opportunity to reflect on their learning and progress towards the defined success criteria. This may take the format of discussion of their learning with a peer.

In years 3, 4, 5 and 6 pupils (Year 3 by the end of autumn term) will carry out this largely independently. Pupils will use a purple pen and refer back to the provided success criteria.

In year 1 (autumn term 2, then onwards) and year 2 pupils are trained in peer marking and are guided by the teachers. In year 1 (autumn term 1) the expectation is that pupils, with the teacher, will perform whole class improvements.

The key feature to any feedback is that pupils will be given time to respond to the identified area for improvement editing and improving their writing during the same lesson, using purple pen.

Teacher/ adult feedback

Throughout all lessons, the teacher and teaching assistants will use ‘Assessment for Learning’ strategies to monitor pupil progress, shaping the tasks to secure in-lesson progress.

For written work, adults will highlight positive features of writing in pink pen and make development comments – phrased as ‘directions’ in green pen.

E.g. Teacher discusses use of conjunctions as there has been no evidence in the piece of writing so far. The teacher will write * Conjunctions.

It is then expected that the pupil will act on this feedback to improve their learning.

This is to support editing and improvement of the writing, enabling improvements/edits to fit within the original text.

In maths, adults will indicate where pupils have answered a question correctly by ticking in pink pen. Where errors are made, adults write a ‘c’ in green pen. The child will be supported to complete corrections in purple pen. Where no errors are made and learning has ‘stuck, can be recalled and used’ an additional challenge will be set that allow the pupil to transfer and apply the learning in different contexts (this is evidence of mastery).

Distance Marking

For maximum impact on learning best practice is for pupils to receive feedback within the lesson. However, we recognise that this is not always possible. Where work is marked, away from the child this should be carried out as soon as possible (within 2 school days). The principle that children have the opportunity to read, understand and respond to written marking remains.

Minimum Expectations:

- Children should receive daily feedback on their learning in all subjects. This may take the form of verbal or written feedback during the lesson or through marking that is carried out later that day.
- Feedback provided will be both positive, identifying strengths within the learning or constructive giving guidance for improvement/deeper thinking.
- When identifying an area for improvement, in writing these comments will take the form of a direction written in green pen and in maths this may be represented as an additional challenge provided. Children are required to respond accordingly using their purple pen.
- All work will be reviewed by a member of staff and acknowledged using the agreed marking codes.
- Marking should be used to encourage, praise and motivate. It should not be restricted to the correction of mistakes.
- Corrections such as Secretarial skills/* ‘non-negotiables’ will be identified using the agreed codes and corrected by the child.
- The choice of spellings will be at the professional judgement of the teacher, who will be mindful of the pupil’s age and ability along with the expectation for the year group.
- Where pupil error is made in relation to spelling (phoneme/grapheme) the teacher will underline the grapheme in green. The pupil will be expected to correct the spelling using their purple pen.

***'non-negotiables' are: spelling, punctuation, grammar and handwriting**

Who Marks?

Teachers should mark the work of the pupils and are responsible for ensuring that all pupils receive regular and constructive feedback across the curriculum.

HLTAs teaching any subject with a written outcome are expected to mark books using pink and green pen and indicate HLTA. As a minimum, when a written outcome has been produced HLTA's will mark work with LIA to indicate when the learning intention has been achieved and may identify up to 3 secretarial/ non- negotiable/ spelling corrections. In Maths HLTA's will tick work or place a 'C' as stated in the editing code.

Work set by the teacher but delivered by a supply teacher should indicate S.

Teaching assistants working with a group will be expected to mark the work of that group or annotate the book to indicate the progress of the child –this needs to be reviewed by the teacher and must follow the principles of this policy.





Editing Code:

In English

Success criteria and WALT will be provided for pupils in every English and extended writing opportunity Pupils will self-mark against it.

KS1




	A pink line indicates that a pupil has used the correct:
--	--

	spelling/grapheme, grammar, vocabulary or included something from the success criteria. The teacher will verbally tell the child during live marking the reason for the pink line.
	Something circled pink indicates correct use of punctuation, including capital letters. Pupils are expected to edit and self-correct using purple pen.
	A green line indicates that a pupil has used the incorrect: spelling/grapheme, punctuation (with the exception of use of capital letters, which will be identified by a green circling of the letter), grammar, vocabulary or included something from the success criteria. The teacher will verbally tell the child, during live marking, the reason for the green line.
	Something circled green indicates incorrect use of punctuation, including capital letters. Pupils are expected to edit and self-correct using pupil pen.

Nb. Teachers will use their knowledge of the pupil in relation to RWI to determine which phoneme/graphemes/common exception words they are expected to/do know.

There will also be times when the teacher will provide the spelling, depending on the nature and difficulty of the word.

KS2

 (depending on ability)	In margin or circled	Capital letter required or used incorrectly
 (depending on ability)	In margin or circled	Spelling error
 (depending on ability)	In margin	Punctuation error
//	In margin	New paragraph error or new line for new speaker
^		omission
*	In margin	Better word. Underline depending on ability

Nb. Teachers will use their knowledge of the pupil in relation to RWI to determine which phoneme/graphemes/common exception words they are expected to/ do know.

There will also be times when the teacher will provide the spelling, depending on the nature and difficulty of the word.

In Mathematics:

KS1

✓	Correct
○	Incorrect (circle mistake and pupil writes correction next to it using a purple pen)

During live marking teachers may annotate learning to reflect the pupil voice.

KS2

✓	Correct
C (in calculations this may be placed to indicate where the error is)	Please do correction (pupil makes correction in purple pen)

Marking Guide:

LIA Learning intention achieved

WS

With support

S

Supply.

G

Guidance

VF

Verbal Feedback given.

PI

Peer improvement

EL

Enhanced Learning

PD

Peer Discussion