

## Effective Marking and Feedback Policy.

‘Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve’.

From ‘The Effective Marking Teacher’s Handbook’

### Marking and feedback should:

- be manageable for teachers and appropriate to children’s ages or stages
- relate to the WALT, STS or PPT (Personal Pupil Target)
- give clear next steps for learning in responding to individual needs
- inform future planning- the next step is the next lesson
- use the agreed marking codes across the school (see marking codes in appendix)
- be seen by children as steps to improving their learning as far as possible – however there will be times when the child does not see it in this manner (such as when they receive a ‘sad’ face due to poor application to learning at their individual / personal level) and the school will support that child to begin to recognise this as improving their learning

### How do we mark children’s work?

- all teachers write in green pen as far as possible
- pink, orange and green highlighters are used on all work to colour the WALT in the appropriate colour, showing the children’s level of achievement.
  - Pink highlight on WALT- Still working towards achieving
  - Orange highlight on WALT- Partly achieving
  - Green highlight on WALT- Achieved
- work will be marked by colouring the WALT (where this is appropriate to furthering the learning)
- next steps will be given:
  - whenever the teacher feels there is a development or progression point that will further the children’s learning
  - for all cold and warm writes (hot writes may not have next steps as these are assessment pieces).
- where a next step is given it will be as a question, an action or a challenge:
  - Question, e.g. can you write a sentence with a different adjective in to create more suspense?
  - Action, e.g. add one of these connectives that you think best joins the two sentences I have highlighted: because, despite, although.
  - Challenge, e.g. write 4 more powerful verbs to describe the prince’s actions.

All comments must seek to extend pupils attitude to learning, knowledge, understanding and skills. Time must be planned into following lessons to allow children to respond.

- Most feedback will be given during learning and may be marked as VF in the margin. Children in year R, 1 and 2 will receive verbal feedback for next steps rather than a next steps QAC in their book (age appropriate)
- Children will write their response to the next step in purple pen. Peers can also give a next step for learning (see below)
- Teachers mark the books of vulnerable children in their class (identified by SENCo) first to ensure effective marking
- Children self-mark work as they go, in order to check if they have made mistakes or errors. The teacher will then be able to give feedback during the lesson- VF
- Children peer mark each other's work against the STS in written pieces, and by checking through calculations again in Maths- thinking deeply about the skills they have just learnt

(In both self and peer marking, the children use yellow (for improvement) and blue (for brilliant) highlighters alongside purple pen for written comments)

### **Correcting spelling, punctuation and grammar.**

Children are encouraged to check over their learning task as they work on it and self-edit where appropriate. All spelling, punctuation and grammar errors are not corrected by the teacher in every piece of writing but will be noted as a future teaching point- the next step is the next lesson. However, where punctuation, grammar or spelling is a personal target for an individual child, then that child's work could be marked accordingly, if appropriate, against their current target.

### **How will this policy be monitored and evaluated?**

This policy will be monitored through on-going school self-evaluation. Book scrutinies, lesson observations and other monitoring activities regularly review the quality of the marking being carried out and its impact upon children's progress and achievement. Feedback and support is provided for staff following monitoring activities.

### **The role of the Governing Body**

The Governing Body monitor the impact of developmental marking as part of their overall monitoring of standards.

Appendix: marking codes

KS2 marking codes

VF	Verbal feedback given
	A sad face will sometimes be given, possibly with a 'see me' comment' for work that clearly show that child, in relation to their special needs and age related ability, has clearly demonstrated poor application to their learning.
	Merit given (this is based on
Sp	Spelling mistake in this line (written behind margin)
P	Punctuation mistake in this line (written behind margin)
^	Word missing
}	Check the section makes sense
G	Grammar mistake in this line (written behind margin)
//	Start a new paragraph
/	Start a new line
	Next steps
xxxxxxxxxxx	Mistake to be corrected (highlighted or 'pink box' around a section)
xxxxxxxxxxx	Aspect that was good (highlighted)
I / P / TA / T	Independent / Paired / Teaching Assistant / Teacher support
PLUS ANY SYMBOLS FROM KS1 AS APPROPRIATE TO FURTHER LEARNING	

KS1 marking codes

VF	Verbal feedback given
	A sad face will sometimes be given, possibly with a 'see me' comment' for work that clearly show that child, in relation to their special needs and age related ability, has clearly demonstrated poor application to their learning.
	Merit given
	Spelling mistake underlined for correction
CL	Capital letter missing / incorrect (written in work)
FS	Full stop missing / incorrect (written in work)
/	Finger space
	Next steps (may be introduced as is age appropriate)
XXXXXXXXXX	Mistake to be corrected (highlighted or 'pink box' around a section)
XXXXXXXXXX	Aspect that was good (highlighted)
I / P / TA / T	Independent / Paired / Teaching Assistant / Teacher support