



## Marking and Feedback Policy

### **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **Why do we need a marking policy?**

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

### **What are the principles that guide the school's approach to marking?**

Marking and feedback should:

- ✓ be manageable for teachers and accessible to children;
- ✓ relate to the learning intention and comment on previous attainment within the context of the learning intention;
- ✓ involve all adults working with the children in the classroom;
- ✓ give recognition and praise for achievement and clear strategies for improvement;
- ✓ allow specific 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 with others;
- ✓ inform future planning and group target setting;
- ✓ use consistent codes across the school;
- ✓ ultimately be seen by children as a positive approach to improving their learning.

### **How does marking affect attainment?**

Research has shown that consistent and effective marking as documented in this policy has a significant impact on raising achievement.

#### **Assessment and feedback during the Lesson**

- ✓ All pieces of work will contain the date and WALT (We Are Learning To). Younger children/ SEN may be supported with this.
- ✓ The teacher will share the WILF (What I'm Looking For) which, where possible, will be differentiated.
- ✓ The teacher will discuss the WALT and WILF during the lesson, sometimes, having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.
- ✓ The children will be encouraged to self-assess their learning against the WALT and WILF, where appropriate, often as part of the plenary.

- ✓ When appropriate, children may mark their own or another child's work, but an adult must always review this marking.
- ✓ There should be evidence of regular opportunities for pupils to receive and respond to feedback about their work.
- ✓ There should be a marking code on the wall in the classroom and this should be discussed regularly with children and referred to throughout lessons. This code should also be adhered to by all adults working with the children. Therefore the expectation is clear and books should reflect that regularity of feedback and pupil response.

### **How do we mark children's work?**

Children's work is marked in green.

The school makes use of three forms of marking/feedback:

#### *Oral Feedback*

It is important for younger children (and older children with special educational needs) to have oral feedback from the adult working with them. The adult should initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback from time to time. This is recorded in work according to the marking code.

#### *Formative and Summative feedback / marking:*

This is done by the teacher or teaching assistant in a variety of ways according to the class code. This can also be marked by the children, as a class or in groups. Regular opportunities for pupils to respond to marking and feedback should be evident. Use of higher order questioning should be evident in books to deepen the children's thinking.

### **How will children respond to the comments that have been put at the end of their work?**

When pink pen marking has been used, time should be given during the following lesson for children to read and respond to, in purple pen.

### **What other styles of marking do teacher's use?**

#### *Self marking*

Older children are sometimes encouraged to self-evaluate by identifying their own three successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

#### *Shared Marking*

Teachers sometimes use one piece of work from an unnamed child in another class to mark as a class on the Smart Board. This enables the teacher to model the marking process and teaches particular points at the same time.

#### *Paired Marking*

In key stage 2, children sometimes mark work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
4. Encourage a dialogue between the children rather than one child being the 'teacher'.

#### **What about correcting spelling, punctuation and grammar?**

Spelling, punctuation and grammar may not be marked in every piece of writing. However, children will be advised to check their spellings, punctuation and grammar and through various age appropriate methods be supported to correct errors.

Children should only be given feedback about the elements that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

#### **How do teachers in the foundation stage mark children's work?**

In Reception, the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff will also write comments as part of the process of gathering information for the Foundation Stage Profile.

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

- ✓ The SLT and subject leaders will monitor books.
- ✓ SLT, subject leaders and governors will talk to the children about their work.

Prepared by Head of School and staff: October, 2019

Agreed by governors: November, 2019

To be reviewed: October, 2020

Appendices Attached:

EYFS Marking Guidelines

KS1 Marking Key

Class 2 Marking Key

Marking key for Class 3

## EYFS marking

I = Independent work

1:1 = Work with an adult

1:5 = Group work

Td = Teacher directed

✓ = correct work

. = incorrect work

Green = Teacher comment

Pink = Practise

### Self Assessment (SA)



I am happy with my work



I am confused about my work



I found my work very hard

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## KS1 Marking Key

(I) = independent working

1:1 = worked with an adult

1:6 = worked in a group with adult

VF= verbal feedback given



correct

- check again

Green pen = teacher's comments/praise

Pink pen = pupils need to respond

Purple pen = pupils' responses

**Green highlighted WALT – objective achieved**

Use of 'SPOT' for self-editing



I am happy with my work.



I am getting there.



I found this really difficult.

Green is  
good!

# Class 2

## A KEY TO MARKING

Pink means  
'think'!

**Green highlighted WALT – objective achieved**

**Pink highlighted - something that needs thinking  
about.**

### Symbols

✓ A tick means your answer is correct.

° A dot or cross means you have made a mistake.

**VF** stands for Verbal Feedback - we have talked about your work.

1:2 means how many adults to children working together.

Use of 'SPOT' for self-editing.

### Responding to comments

You need to use a purple pen to edit your own work and respond to the comments of questions.

**LOOK AT YOUR MARKING COMMENTS; THEY ARE THERE TO HELP  
YOU!**

# MARKING KEY FOR CLASS 3

## Highlighting

- **Green highlighted WALT – objective achieved**
- Pink means that you need to respond to the teacher's instructions- this may be a question to answer or something you'll need to do.

## Symbols

A tick means your answer is correct.

A dot or cross means you have made a mistake.

'Do your corrections' means try the questions again. Don't go back to rub any mistakes out though.

EBI stands for 'Even better if ...'

VF stands verbal feedback-we have talked about your work.

1: 2 means how many adults to children working together.

An empty circle might point out some missing punctuation (Year 5 only)

Use 'SPOT' for self-editing.

## Responding to comments

You need to use a purple pen to edit your own work and respond to the comments or questions.

## Self-evaluation

This is where you get a chance to evaluate your own learning. You might get to do this by yourself or with a partner. It may be on a grid with specific areas for you to focus on, or something less structured e.g. 'Three stars and a wish'. You may also be asked to score your level of involvement.

## Marking your partner's work

When marking your partner's work, make sure they can read your comments. Think of some positive comments to start with, then discuss an improvement point.

**Look at your marking comments; they are there to help you!**