



Marking and feedback policy

Rationale

Marking and feedback should be a positive experience that concentrates on pupils successes, helps them to understand any mistakes they have made and what they need to do next to improve.

Marking should be:

- Manageable
- Meaningful
- Motivating

The purpose of marking

It is vital that teachers and pupils understand the purposes of marking and feedback. It must:

- *be clear!*
- *be informative for the pupil to support pupil progress;*
- *be effective in order to empower independent learning;*
- *ensure pupils understand their successes but also their next steps for improvement;*
- *aid comparisons to present and previous work;*
- *be used by teachers to inform future planning and teaching;*
- *be used to assist in assessing pupil progress;.*

The importance of marking

Pupils' work is marked in order to;

- motivate and develop confidence;
- be constructive;
- assess progress in relation to the learning objective and success criteria.
- identify areas of strengths and weakness for future planning; (diagnose needs and provide appropriate support.)
- consolidate understanding and support future learning;
- reinforce specific points for individuals/groups;
- identify targets for progression;
- form a communication bridge between pupil and teacher/appropriate adults;

Marking pupils work – School procedures

It is the responsibility of the person who has taught the lesson, to undertake the marking and feedback but, when appropriate, a member of the support staff who has been involved with the work should add relevant comments in order to inform the teacher and support future development (see Appendix for TA marking codes). **In all lessons, pupils will be given the opportunity to self-assess their own work; this will be carried out using purple 'polish' pencil.** When appropriate, some pupils will exchange books with a partner to enable them to 'positively' peer and self-assess work, with the key aim of raising awareness of strengths and areas for future development. They will assess against the learning objective and success criteria or a SPAG focus (when appropriate) in KS2.

Pupils will peer mark in pink pencil. The peer assessor will record their name in the book or on the sheet as appropriate.

At the end of EVERY lesson, pupils will be given the opportunity to reflect upon their own work and self-assess their development and progress within the lesson. This will be done by them simply using a colour coded response. **GREEN = I understand this thoroughly.** **AMBER = I need more work/help with this.** **RED = I do not understand this, please help me.**

KS1 – Recorded coloured dot at the end of their written work in core subjects.

LKS2 - Recorded coloured dot with a comment linked to the learning objective and success criteria at the end of their written work in core subjects.

UKS2 - Recorded coloured dot with a comment linked to the learning objective and success criteria at the end of their written work in core subjects. Where appropriate, this should also include examples.

For EYFS feedback, please refer to the EYFS policy.

At the end of every lesson, teachers will look through all children's books and identify misconceptions and errors. It is expected that there will be an acknowledgement of children's work in books (ticking or dotting as appropriate and errors underlined and annotated). As books are being marked, the marking feedback sheet will be completed and shall relate to the LO and SC. This will include praise, errors and misconceptions and next steps for the following lesson.

At the start of the following lesson, children will be given time to engage and respond to feedback. The teacher will plan a whole class feedback powerpoint proforma (see Appendix), where work will be shared, misconceptions and errors will be addressed and a SPaG/DP session will feed from this. A marking sheet will be completed daily for maths and literacy, and once a week for enquiry.

To indicate the different levels of adult support, the following should be used; H – High Level support, M – Moderate support, I – Independent.

Marking Pupils' Writing

Annotations in books are to be carried out using the appropriately coloured pen for the role of the marker:

- Teachers → green
- Learning support staff → black
- Supply teachers, HLTA and students → blue

Marking procedures and marking standards should be consistently applied across the school.

There is an expectation that errors in work will be identified and children will self-correct (where appropriate) using purple polish pencil.

	KS1	KS2
Spelling mistakes	Mistakes are corrected according to the ability and developmental stage of the pupil as well as the learning focus (3 words). High frequency words and spelling mistakes at FS2, Y1 and Y2 are corrected as appropriate (no more than 5). Words are underlined and the correct spelling is written.	Teachers at KS2 may use either of the following approaches to help pupils correct their own spellings. In Y3/4, underline spelling mistakes with a line (up to 5 words). The correct spelling to be written above the incorrect spelling or in the margin. For more able spellers and Y5/6, the teacher will indicate a spelling mistake with a sp* written in the margin. This means that the child must look up the correct spelling and edit it, in their work, using purple pencil.
Punctuation	Put in any missing punctuation as appropriate. The mistakes will be corrected according to the ability and developmental stage of the child. Where appropriate, missing punctuation is circled.	Indicate missing punctuation by circling the error and where appropriate, model correct use.
Verbal Feedback	Verbal Feedback should be linked to the LO and SC, this should be noted with V in the child's book at the point the conversation took place.	

Miss use of capital letters should always be corrected.

Marking Mathematics

Correct answers receive a tick.

Incorrect answers will be marked with a dot.

Parts of a calculation maybe circled that require a child to check.

When pupils mark their own work they will use the colours previously noted in the policy.

Any self-correcting or responding to feedback should be done in purple.

Marking of foundation subjects.

Children will self-assess in line with core subjects.

Verbal Feedback is to be noted with a V.

If the child as achieved the LO the teacher delivering the lesson should tick against the objective.

Spellings of key vocabulary and grammatical errors should be corrected in line with core subjects.

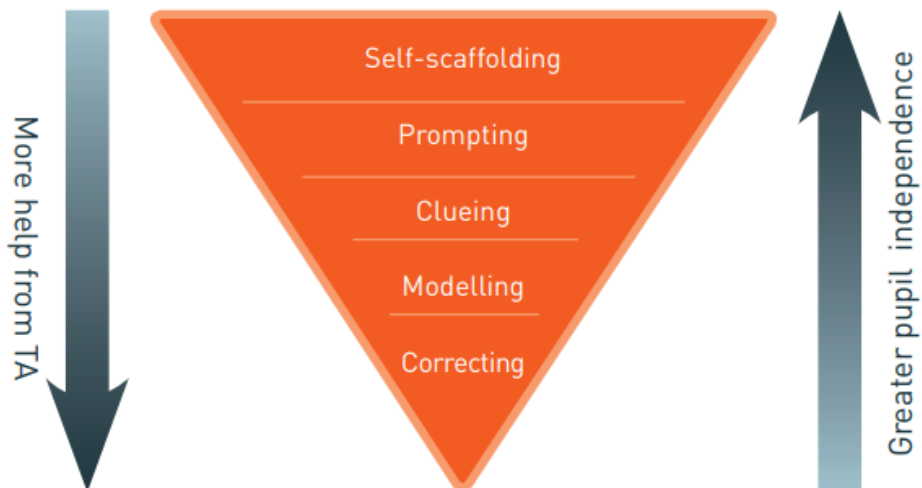
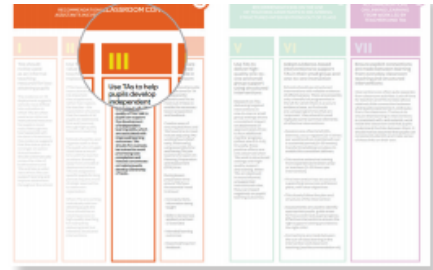
Appendix

MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Sample notebook proforma:

Well done everyone for

Picture of work

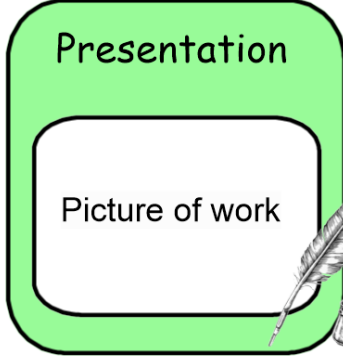


YOU ARE A SUPERSTAR!

★ WOW ★
work

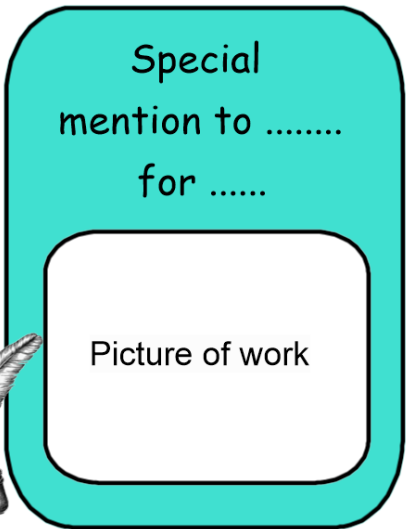
Presentation

Picture of work



Special mention to for

Picture of work

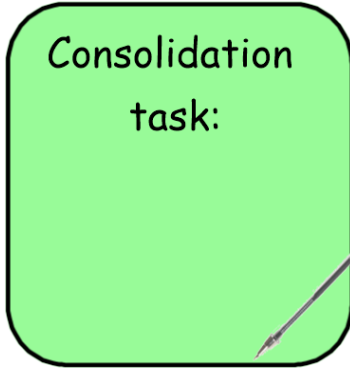


Reminders for everyone ...



Next steps
➔

Consolidation task:



Children to work with (teacher name)

Children to work with (TA name)

