



Marking and Feedback Policy

Reviewed	August 2021
Accepted by Governors	May 2016
Reviewed Date	July 2022

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

In year 1 (autumn term 2, then onward) and year 2 pupils are trained in peer marking and are guided by the teacher. 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 monitor pupil progress and learning by identifying: use of core knowledge, concepts and skills, misconceptions, and the success criteria and then providing feedback and support through modelling and scaffolding to secure in-lesson progress.

For written work, adults will identify evidence of learning in pink pen. Using green pens, adults will deepen, extend or challenge learning through– through directives or reasoned questioning.

E.g. Teacher discusses the use of conjunctions to vary sentence length. The teacher will write – Conjunctions - on the line below.

It is then expected that the pupil will act on the feedback to improve their writing skills

This feedback is to support pupils' editing and improvement of their writing, enabling pupils to develop meta-cognition skills and embed learning.

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, learning is tested/ enriched through setting the child an additional challenge, this will sometimes be verbal and not always recorded.

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 pupils' age and ability along with the expectation for the year group.
- Teachers and TA's should be mindful of embedding misconceptions and address encoding

***'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 HLTAs 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, HLTAs 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.

In KS2, under the instruction of the teacher, pupils may LIA their learning, in purple pens.

Editing Codes

In English

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. e.g. A <u>big boat</u> .
	Something circled in pink indicates the correct use of punctuation, including capitals. e.g. <u>A</u> big boat.
SP 	A green line under a word with SP in the margin indicates that a pupil has used the incorrect spelling/grapheme. The teacher will verbally tell the child, during live marking, the reason for the green line. e.g. A big <u>bowt</u> .
CL P + 	Something circled green indicates incorrect use of grammar, vocabulary (word choice) and punctuation. CL (capital letter), P (punctuation). Pupils are expected to edit and self-correct, using purple pen. e.g. <u>the</u> big boats was sailing.
VF (with circled word or phrase if appropriate)	Indicates when verbal feedback has been given to secure/move on learning and understanding. It may be followed by a one word/phrase explanation. e.g. VF - tenses or VF- sentence types
^	Omission of word/s.

KS2

CL or ● (depending on ability)	In margin	Capital letter required or used incorrectly With the optional addition in year 1, 2 and 3 of the capital letter error being circled in green.
SP or ● (depending on ability)	In margin	Spelling error With the optional addition in year 1, 2 and 3 of the spelling error being underlined in green.
P or ● (depending on ability)	In margin	Punctuation error With the optional addition in year 1, 2 and 3 of the punctuation error being circled in green.
//	In margin (or within the writing along with a VF depending on ability)	New paragraph error or new line for new speaker
^	Where the word should be	Omission of word/s.
	Over the word	Better/incorrect word choice. We <u>was</u> going... A <u>nice</u> garden.
VF (with circled word or phrase if appropriate)		Indicates when verbal feedback has been given to secure/move on learning and understanding. It may be followed by a one word/phrase explanation. e.g. VF - tenses or VF- sentence types

In Mathematics:

✓	Correct
Ⓒ	Incorrect - child to correct in purple. (teachers may also circle the part that is incorrect)
ε	Reversed number - child to correct in purple
VF	Indicates when verbal feedback has been given to secure/move on learning and understanding. It may be followed by a one word/phrase explanation. e.g. VF – place value or VF- method

❖ During live marking, teachers may annotate learning to reflect the pupil voice with PV.

Marking Guide

LIA Learning intention achieved

WS	With support
S	Supply
G	Guidance
VF	Verbal feedback
PI	Peer improvement
EL	Enhanced learning
WR	With resources