

Policy:	Marking and Feedback
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Key changes/notes:
This policy has been re-written to reflect current practice and research.

Statutory Requirement:	No
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Head Teacher
Policy Section:	Curriculum

<p>Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16)</p> <p>This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.</p>
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## **Aims of policy**

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

- All marking should be meaningful, manageable and motivating.

Marking should always have a purpose. Any marked work should give the child feedback on their effort, and ways to improve. This can be both written and verbal. It should give you, as the teacher, guidelines as to what the next steps for the child are. Marking should affect your next week's (daily) planning, and improve the teaching and learning environment in the classroom. Children need regular consistent feedback on how they are doing and your expectations. Cues for improving your next piece of work are given through marking, and should be acted upon.

## **The general marking expectations are as follows;**





- Comments, whether written or verbal, should relate to the learning objective and success criteria (which will be displayed throughout the lesson). Task expectations must be made clear to the child before commencement of the task.
- The learning objective should be evident on every piece of work.
- Work should be correctly signalled as to whether the child has achieved the learning objective (achieved, partially achieved or working towards).
- Independent Work' stamp used to show the child has completed the piece of work independently
- English books – One piece of written work per week marked against a success criteria. Some of this can be done during the lesson (live marking and verbal feedback). All other work to include spelling, grammar and punctuation feedback along with LO achieved/partially achieved/working towards stamp.

- Foundation subjects - Each lesson will have a 'success criteria'. The work is marked against that SC and it is highlighted in 'Green' for achieved and 'Pink' for working towards. In R.E for example, the SC can be generated from the assessment outcomes (see examples in books). There will be a focus on only 3 spelling errors linked to key vocabulary from the lesson. The codes remain the same (sp for spelling).
- Destination Reader – No marking with highlighters – Use 'Live marking and feedback' with Selfie – Pupils self-mark
- Live marking to be introduced as a method of providing effective feedback on pupils' work while they are still in the process of completing it. This is in contrast to 'traditional marking', where the teacher marks all of their pupils' books outside of the lesson. An advantage of live marking is the ability to provide more immediate feedback. This can be especially beneficial for pupils who are struggling with a particular concept or skill. One of the key benefits of this method is the ability to provide targeted and effective verbal feedback. Pupils that really need to be pushed and challenged can be put on the right path with the flourish of a highlighter. ("Anything I tag in pink, I want you to ask yourselves, 'how could this sentence be improved?'" ) Pupils that benefit from concise praise can be shown exactly what they've done correctly so far – ("I'm highlighting your most powerful descriptive sentence in green, excellent work!") – a powerful motivator. Plenaries and misconceptions to be addressed using 'Whole Class verbal feedback/Live Marking' – looking at a child's piece of work as a good example or one that can be improved.
- The idea is to give pupils instant feedback on their work. It enables them to make adjustments and improvements while they are still engaged in the learning process.
- Use 'Green' highlighters as a powerful motivator and concise praise. Use 'Pink' highlighters - How could this sentence be improved?
- There will be a focus on only 3 spelling errors linked to commonly misspelt words/key words from the curriculum. The codes remain the same (sp for spelling, p for punctuation and g for grammar).
- When you use verbal feedback, write VF along with description (e.g. VF ; or VF noun phrases)
- When 'next steps' are given, they should be written in pink to allow the children to be reminded of the idea of 'Think Pink!'
- Marking can be undertaken by any member of staff working with the child. Where a supply teacher is marking the work, this should be indicated (by writing ST)

- Where possible, marking should be done with the child. The quality of interaction when marking with the child will impact upon the quality of work produced next time.
- Marking should be completed as soon after the work is completed as is feasible.
- No work will be left unchecked/unmarked.
- Strongly discourage erasing after work has been marked, and encourage corrections to be made below or in the margin using 'purple polishing' pens.

## DEVELOPMENTAL MARKING OF EXTENDED WRITING

- Marking must provide the pupil with focused feedback based upon the success criteria shared with them at the start of the lesson.
- Where appropriate comments can be linked to the individual or group targets.
- An area for children to improve could be related to corrections indicated in the work or the application of basic skills.
- Comments should inform the children of where their errors and misconceptions lie within the piece of work; making it clear what is wrong and what they need to do to put it right.



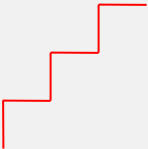
Marking in my English Book		Pink com- ments need to
The Marking symbol:	What it means:	
 Green for Good	Good Work- you have met the Learning Objective.	
 Pink for Think	You could improve your work here – check again.	
<b>Check sp</b> in the margin (KS1/LKS2)	Spelling mistake – please check the word <b>underlined</b> , and correct in <b>purple</b> pen (KS1/LKS2)	
At the end of a paragraph or piece of work (UKS2)	Spelling mistake – please check the sentence/paragraph and correct and spelling errors in <b>purple</b> pen (UKS2)	
<b>Check p</b> in margin (KS1/LKS2)	Punctuation <b>circled</b> , – capital letters, full stops, ! ? “ ” , : - Please correct in <b>purple</b> pen.	
At the end of a paragraph or piece of work.	Punctuation mistake – please check the sentence/paragraph and correct punctuation errors in <b>purple</b> pen (UKS2)	
<b>Check g</b> in margin (KS1/LKS2)	Grammar mistake <b>underlined</b> – please correct the word in <b>purple</b> pen.	
At the end of a paragraph or piece of work.	Grammar mistake – please check the sentence/paragraph and correct grammar errors in <b>purple</b> pen (UKS2)	
//	You needed to start a new paragraph.	
/	You needed to start a new line	
VF	Verbal feedback given	
	Next Steps	
 <b>Editing</b>	All pupils use 'Purple Polishing' pens for editing	

relate to the task which they have completed; they should be contextualised and focus on improving their work.

### Maths marking;

- A green highlighter should be used to signal the positive aspects of a child's work.
- A pink highlighter should be used to signal the incorrect aspect of a child's work
- If a child has misunderstood a concept then a written example should be given.

### DEVELOPMENTAL MARKING OF MATHS

Marking in my Maths Book	
The Marking symbol:	What it means:
 Green for Good	Good Work- you have met the Learning Objective.
 Pink for Think	You could improve your work here - check again.
✓	Correct answer
VF	Verbal feedback given
	Next Steps
Editing	All pupils use 'Purple Polishing' pens to complete 'Next Steps' or corrections.
SA	Self Assessment
PA	Peer Assessment
CT	Class Teacher
TA	Teaching Assistant
ST	Supply Teacher
Signing off next steps	In green pen - initials

- Marking must provide the children with focused feedback on where their errors and misconceptions lie; making it clear what is wrong and what to do to put it right.
- Marking needs to focus on the mathematical content of that lesson and it needs to provide opportunities for the children to reflect and improve through 'Next Steps'.
- 'Next steps' must firstly address any misconceptions; particularly fluency issues, or to deepen the children's learning

with reasoning or problem solving questions.

- 'Next steps' then must encourage the use of 'why' and 'how' to deepen understanding – e.g. getting the children to explain their thoughts/reasoning – 'I think.... because...'
- Where possible, provide children with opportunities to demonstrate they have the ability to work at higher level linked to their age related expectations e.g. if the children have fully understood the concept of near doubles to 20; their challenge is to answer, 'Why does  $30 + 29 + 31 = 90$ ?' or instead of asking can you round 325 to the nearest 10?, pose a reasoning question: 'I'm thinking of a number. When I round it to the nearest 10 I get 460. List the numbers I could be thinking of.'
- Use the NCETM assessment materials and White Rose Maths Hub to support the challenges that are set by the teacher.

Use of 'Independent work' stamp to identify the children who have completed the piece of work independently.

## **Evaluation**

It will be the responsibility of subject coordinators to ensure that their subject is marked according to this policy. There will also be a scrutiny of marking by the Senior Leadership Team at regular points throughout the year.