



Marking and Feedback

Date	Review Date	Coordinator	Nominated Governor
October 2023	October 2024	Aoife O'Grady	Eleanor Taylor

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement
- To provide a coherent picture of good and outstanding practice in marking.
- To provide positive reinforcement of the teaching and learning process.
- To ensure that effective learning results from manageable feedback and marking.
- To give teachers, teaching assistants and peers the skills for effective feedback and marking.
- To set out our expectations for high quality but manageable feedback and marking.
- To identify areas for improvement in order for children to achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.

Why do we mark?

- To enable a regular dialogue between the teacher and child.
- To give a clear picture of what the child has done against the Learning Intention (LI).
- To give recognition and praise for achievement.
- To provide suggestions for the next learning steps.
- To identify common and individual needs to inform planning.
- To empower children in self-assessment.
- To ensure that all pupils make visible progress.

Responsibility for the Policy and Procedure

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that marking and feedback is purposeful and manageable for teachers;
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is:
 - meaningful;
 - manageable and
 - motivating.



- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure the marking code is:
 - agreed by all staff;
 - on display in the classroom;
 - understood by all pupils;
 - consistently used by all staff;
 - manageable.
- ensure consistency in marking throughout the school;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors

Role of Coordinators and Team Leaders

Coordinators and team leaders will:

- ensure marking is manageable, meaningful and motivating;
- ensure personalised verbal feedback focuses on success, areas for improvement and is matched against learning objectives;
- monitor pupil outcomes;
- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;
- provide guidance and support to all staff;

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- their marking has a purpose and is consistent;
- pupils receive clear personalised feedback about their strengths and areas for development in their work;
- pupils are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- pupils celebrate their achievements;

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- understand the marking code which should be displayed in the classroom;
- be aware of the next steps for improvement;



- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others.

· Pupils should be expected to record the OLI and date at the beginning of each piece of recorded learning. Younger and less able pupils will need to be supported to establish these routines
For marking to be worthwhile it is essential that children can both understand and respond to it in a meaningful way.

Marking and giving feedback

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. When possible marking is carried out with the child present, although it is recognised that this can be difficult to accommodate.

- In order for marking to have the maximum impact it should mainly focus on next steps or to further explore understanding related to the success criteria. Attainment in relation to the learning objective should also be commented on but this will be in the form of a simple sentence or mark e.g. Objective met/highlighting in green.
- Pupil outcomes from every subject, including handwriting, need to be marked, though the manner in which this is done will vary from task to task. (See below)
- Highlighters should be used in pupils' books for time efficiency and for workload reduction purposes. Green highlighters should be used to mark pupil achievement and 'pink to think' for errors, misconceptions and next steps. The colour coded marking scheme aims to provide pupils with clear visuals and enhance understanding. It also enables teachers and leaders to monitor progress at a glance.
- Homework should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress.
- Adult response to children's work may be oral or comprised of written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback, the teacher must use the verbal feedback stamp. We recognise that oral intervention / feedback may be more appropriate in EYFS and Year 1, as this also gives the child the opportunity to input their own thoughts and ideas, but is also of equal value in Key Stage 2.
- Teachers should use green pen for marking children's work. Children respond in blue.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Teachers should indicate appropriate incorrect spellings for children to correct in all writing.
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled.
- It is expected that children are given regular opportunities to read the written comments on their work to remind themselves of their progress or areas for development.
- See also Appendix 3 for examples



School systems for effective feedback and marking

Aims	Day to Day Marking (All written work)	In depth (At least one piece of literacy, one piece of numeracy and one piece of writing from another subject a week)
To give a clear picture of what the child has achieved against the OLI	<ul style="list-style-type: none"> - Use of green highlighter to indicate examples of where a child has met the OLI and success criteria for a lesson. - If a child has not met the OLI or part of the success criteria, this should be highlighted in pink. 	<ul style="list-style-type: none"> - Personalised comments relating to what a child has done particularly well in relation to the success criteria - Modelling of how a next step could be achieved - You may respond to a child's self-assessment
To give recognition for achievement	<ul style="list-style-type: none"> · Use of dojos to reward effort and achievement 	<ul style="list-style-type: none"> · Questioning to promote self-assessment against the success criteria.
To provide suggestions for the next learning steps	<ul style="list-style-type: none"> · Use of a question · Use of symbols/pink highlighter 	<ul style="list-style-type: none"> · Use pink highlighter pens for areas to develop, with an explanation, example, or question
To enable a regular dialogue between the teacher and child	<ul style="list-style-type: none"> · Questions to consolidate/extend learning · Provide pupils with sufficient time to check their own work · Ensure pupils have time to respond to comments and questions 	<ul style="list-style-type: none"> · Pupils to have time to make diagnostic comments/assessments in relation to their work · Ensure pupils have time to respond to comments and questions with additional opportunities to edit their own work
To identify common needs to inform planning	<ul style="list-style-type: none"> · Impact on next lesson: use verbal feedback and green pen questions to revisit an idea, punctuation or spelling 	<ul style="list-style-type: none"> · Impact on speeding or slowing down of the teaching sequence

Marking and feedback checklist

Does your feedback and marking support and encourage learning?

Literacy

- Every piece of work should be marked against the OLI
- One piece of literacy is marked in depth each week.
- Within this piece of work, personalised targets will be reviewed/celebrated/set.
- Spelling tests to be marked. Test scores to be recorded.



Maths

- Every piece of work should be marked against the OLI
- Mental maths tests to be marked. Test scores to be recorded.
- Misconceptions identified, using highlighters; modeling.

All other written work

- Every piece of work should be marked against the OLI
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.

Non-written work

- Verbal feedback will be provided during and at the end of each session. VF is at the heart of what teachers do the whole time; whether it is to refocus or stretch pupils. All lessons contain a substantial amount of teacher/support staff talk that is both planned and responsive to the needs of the pupil(s).

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Headteacher:	Aoife O'Grady	Date:	01/10/2023
Chair of Governing Body:	Eleanor Taylor	Date:	01/10/2023



Appendix 1

Comments to extend Learning (challenge questions)

How did you know that...?

Why do you think...?

If you were this character, what would you have done?

Would you like to live in this setting? Why?

Which is your favourite sentence? Why?

Highlight your most effective words/sentence

Have you used any imaginative vocabulary? Write the words here.

Can you make up your own example of a TO X TO calculation using only even numbers?

What is the most interesting fact that you have learned from this research?

What would you like to find out next about ...?

How many cm are there in 1m? 10m?100m?1000m?

Can you solve these...

Pupil Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to...

I found out that...

I have got better at...because I can now...

My...is improving because...

I enjoyed this work because...

My work is good because...but I could make it even better by...

I'm proud of this work because...

I get mixed up when I try to...I need help with this.

I found this hard because I don't know how to...

I needed to use...to help me.

I found this work hard. It would help me if...

Differentiated Ways to show visible progress:

Reminder Prompt:

How do you think the dog felt here?

Don't forget to...

Steps Prompt:

First remember to start your sentence with a capital letter.

Then...

Last of all...

Example Prompt:

Choose one of these or your own:

- He couldn't believe his eyes
- He ran round in circles looking for the rabbit, feeling very confused.

Remember: e.g. grammatical rule / homophones etc






What would happen if...?

Can you think of another...? (Ending / word / reason)

Can you spot a pattern?



Appendix 2

Symbol	Meaning	Supplementary comments/ Marks
Use of pink highlighter pen	Highlight teaching points that need to be addressed	Use as appropriate in relation to work or pupil
Marking	Marking to be done in green pen at all times	All peer, self and response to marking to be done in blue pen
I	Independent work	Indicated in the margin, beside work. (All year groups)
WS	With support	Indicated in the margin, beside work. The CT/TA working with the child may wish to initial the work. (All year groups)
Sp	Spelling error	Teacher highlights in pink and corrects at the end of the page No more than 3 spelling errors need to be identified in one lesson. The child should practise these spellings (all year groups).
P	Punctuation	Misuse of or missing punctuation (highlight in pink).
Gr	Grammatical error	Poor sentence construction (Y3 – Y6)
/	New sentence needed	All year groups
//	New paragraph needed	(Y2 – Y6)
□	Good point	
□□	Excellent point/response to feedback	
T	Tense	
^	Word/s missing	
verbal feedback stamp	Discussed work with the child	
Additional feedback for EYFS/KS1		
ABC	Capital letter	
●	Full stop	
	Finger space	
	Connective/conjunction	
	Say your sentence/read back your work	



Appendix 3

Examples of marking

Spelling

The grate fire of lundon was very hot and lots of peepl dyd. And it was at Pooding Lane and sum peepl tryd to put it owt

E.g. Can you correct:

London some out

Marking to the literacy target (use capital letters correctly) and learning intention (to use descriptive vocabulary)

the children went to the dark wood with tall shadowy trees.

E.g. Good use of 'dark' to describe the wood and the word 'tall' to describe the trees. These adjectives really help the reader to imagine the setting.

Remember that we use capital letters at the start of a sentence. Can you edit your work so that there is a capital letter at the beginning of every sentence?

Use your word bank to help you think of a better word than 'went' for your story.

Marking to foci from success criteria

E.g. Mr.Piggott stood proudly in front of his big house

Giving pupils a short activity to improve on their learning intention

Write some more sentences to describe what you ate at the seaside for your diary entry.

For example, I became extremely hungry when I could smell my favourite meal of fish and chips

Can you re-write paragraph two with more detail and description? Use your plan to help you.

You wrote a good introductory paragraph to your newspaper report. Can you think of a different headline?