

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Marking & Feedback Policy

This policy applies to all pupils in the school, including EYFS

Created	4th March 2020
Revised	15th June 2021
Date for revision	July 2021

As much marking as possible should be done within the lesson as immediate feedback is the most powerful form for the children. Teachers should aim to give next steps and time to respond within the lesson (teachers do not have to wait until the work is finished to give next steps). If next steps are not responded to within the lesson, give time at the start of the next lesson for them to be acted upon or at another appropriate time such as morning job time the next day.

Equipment for teachers to implement policy

- Green Highlighter
- Pink Highlighter
- Green Ballpoint pen

Equipment for the children to implement policy

- Purple Polishing Pen

Green/Pink Highlighter to indicate where children have achieved the focus objective for the lesson

Teachers will be marking the LO part of the learning objective in one of three ways, dependent upon the level of achievement the children have had against the learning objective. This will be indicated with a stripe through the letters 'LO'.

- A green stripe to indicate that the learning objective has been met

 **LO: to use 'the power of three' to generate a setting description.**

- A pink stripe

to indicate that the learning objective has not been met and the child needs further teaching in this area (evidence or a comment of further teaching should then be subsequently visible)

 **LO: to use 'the power of three' to generate a setting description.**

- A green/pink

stripe to indicate that the learning objective has been met in part

 **LO: to use 'the power of three' to generate a setting description.**

Pink Highlighter should be used to identify next steps

If there is an element of the success criteria that the children have not yet achieved, a pink staircase can be drawn using a pink highlighter, with a brief explanation as to what needs to be done next. Similarly, a teacher can also draw a pink staircase and write a next step for the children to act upon.



Use 'ed' sentence starters to show a character's emotions

There should then be evidence of the concept being retaught in the book to show that steps have been taken to help the child meet this objective.

In Year 1, if there is one aspect of the success criteria that the child has not achieved, highlighting this pink and drawing a pink staircase next to it will show what needs to be done next.

Green Ballpoint Pen

Teachers should always use a green ballpoint pen when they are writing comments, indicating codes and providing feedback to the children. This will ensure consistency across the school, as well as children and other

adults being able to easily identify where teachers have made comments on children's work.

Purple Polishing Pens

Purple polishing pens will be used by all children in years 1-6. Any amendments to work/responses from the children should be in purple so it is easily identifiable in comparison to their normal written work, which should be in blue or pencil. This will also mean that the children's comments are identifiable in comparison to a teacher's comments, which will be in green.

Purple Polishing Pens should be used for the following purposes:

Editing written work once completed

This will be an opportunity for children to edit and improve their writing, based on the learning objective's focus or to up level sentences. This does not need to be completed in every written lesson, but the children should be given the opportunity to edit their work regularly where written work has been completed.

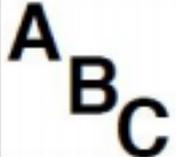
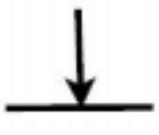
Peer Assessment

When being asked to peer assess, children can make comments about their partner's work in purple pen, to ensure it is clearly identifiable.

Self-marking

Whenever the children are being asked to self-mark, they should be doing so in purple pen.

In order to develop self marking skills in Year 1, a marking strip will be stuck into the book to help children remember the fundamentals of writing. These can then be marked using highlighters in the same way. These can be stuck at the top of the page below the learning objective and children should be taught to refer to these non-negotiables and ensure they consistently include them. This scaffold is continued further up in the school where appropriate.

					
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation

Self-Assessing

When self-assessing, the children should indicate **at the bottom of their page of work**, how confident they felt with the concept being taught. They will do this by writing a **traffic light letter** using their purple pen.

R - I need to try this again/have some support

A - I need a bit more practice with this

G - I feel confident with this

Correcting an incorrect answer in maths

If the children have got an answer incorrect, they should simply mark their incorrect calculation or answer with a dot **•** and then they can use the Purple Polishing Pen to try the calculation again next to it, showing they have understood their error or misconception.

Answering plenary questions to embed understanding/ challenge further

Teachers will put a key question on the board at the end of the lesson, and the children will be encouraged to write their answers **in full sentences** at the bottom of their page of work. This could be used to **embed learning** or to **challenge the children further**, such as, a missing number calculation or a 'spot the mistake' style question.

Responding to feedback

Children should be given the opportunity to have immediate feedback/reflection time wherever possible within the lesson, so that their learning is moved on immediately and so that they are aware of their next steps. There should always be time built into the end of lessons for children to be given the chance to reflect on their learning with the use of a **plenary question**. If further misconceptions arise during the lesson, then teachers should change, adapt or add to their plenary questions to make them as relevant and purposeful for the children as possible, and to ensure they have the most impact.

As much marking as possible should be done within the lesson, by teachers or children, to ensure that marking is powerful and immediate.

Marking Codes

The following marking codes should be used on a piece of work to indicate any levels of support that the children have received.

S Work was completed with support, either class teacher or TA

Group work

GW PW

TA VF

The children have worked as a small group on the task

Partner work

The children have worked with a partner on the task

TA assisted work.

This code should always be used alongside a TA comment to indicate what happened during

this guided session e.g.

John could clearly explain the value of units but needed support to understand the value of the hundreds digit. We used dienes to support his understanding and make the numbers.

Teachers must plan in time to give TA's the opportunity to add comments to books of children they have worked with. This could be done during a plenary activity or time planned in during the input of the next lesson. Verbal feedback

This symbol indicates where verbal feedback has been given to an individual child. This can also be followed with a brief description regarding what was discussed. E.g. VF – support with rhetorical questions

Where a symbol has not been used, it is assumed that this work was completed independently.