



Marking and Feedback Policy

Rationale

Effective marking and feedback are integral to good teaching and learning processes. The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and best support their learning.

Purpose of marking & feedback

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

What needs to be marked?

Procedures for marking and feedback can be adjusted depending on the age, needs and ability of the children being taught.

- All pupils' work is to be at least 'light' marked by the teacher or by support staff. No work should go unmarked. Preparation work, for example mind maps, plans, drafts and working out should also be marked.
- The following written work during Read, Write Inc phonics lessons must be 'developmentally' marked by the phonics teacher: *Build A Sentence, Write About*.
- During Read, Write Inc phonics lessons other work (*Hold A Sentence, Proof Read*) should be self-marked by the children using 'tick' or 'fix'.
- When children are beyond the Read, Write Inc phonics programme, then at least one piece of written work should be 'developmentally' marked each week.
- Writing assessments will be marked by the teacher.
- Topic and science work should always be marked against the learning objective first and foremost. If there are frequent English errors then they should also be addressed.
- All maths work (including explanations) should always be marked.

How should work be marked?

All marking by teachers and support staff must be completed in green pen.

Any written feedback that a child is expected to read is to be done in clear legible handwriting in line with the school handwriting policy.

All marking must include one of the following **activity codes** to indicate the level of support given to a child during the task.

AI = adult initiated activity completed independently

AS = adult initiated activity completed with adult support

CI = child initiated activity completed independently

VF = verbal feedback given to the child (annotated with feedback given where possible)

NS = next steps (Foundation only)

Light marking

Light marking acknowledges and recognises attainment and/or progress, success and/or completion of pupils' work with an activity code, ticks and using the good work symbol in Appendix 1.

Developmental marking

Developmental marking provides feedback on attainment and success. Teachers will gradually introduce the marking symbols in Appendix 1 to children as appropriate so that they understand how to improve their work.

Responses are required from children using purple pen and response time should be planned into lessons.

Teachers mark and assess work after the lesson and keep track of children's progress as follows:

- Tick ✓ – capital letters, full stops, interesting vocabulary such as adjectives or adverbs, correct tenses and red words (appropriate to phonics group)
- Double tick ✓✓ - conjunctions (appropriate to phonics group) and ambitious correct spellings (beyond phonics group)
- Draw a line under the first letter of a word to indicate a missing capital letter (appropriate to phonics group)
- Draw a line under 2-3 misspelt words (appropriate to phonics group) that will be included in a wish.
- Use a ^ to indicate a missing word.
- Use a O to indicate missing punctuation.

At the end of a piece of work a 'good work' symbol may be used to indicate that they have achieved the learning objective. Outstanding work such as, ambitious grammar or vocabulary beyond the child's phonics teaching, can be acknowledged with a 'wow' and awarded a rainbow.

A 'wish' stamp will be used to indicate appropriate next steps. Children should be given 'wishes' to correct punctuation, grammar, spelling (correct spellings to be given when appropriate) and handwriting (one letter) using the symbols in Appendix 1.

Live marking and feedback

Teachers formatively assess children's work during lessons and will provide live marking and/or verbal feedback to a child or a group. They will indicate when feedback is given using the VF symbol and children will make corrections within the lesson using their writing pencil. Teachers should address misconceptions, use effective questioning and adapt teaching as appropriate.

In the Foundation Stage, live observational assessment will be made by adults and verbal feedback/discussion and next steps will be recorded on the child's Tapestry journal.

Assessment marking

Every half term, children should complete a summative writing assessment. Teachers will mark writing assessments to inform their teacher judgements and planning. Marking should be shared with the children but purple pen responses are not required.

All work must include the activity codes explained in this policy.

Teachers will mark as follows:

- Tick ✓ – capital letters, full stops, interesting vocabulary such as adjectives or adverbs, correct tenses and red words (appropriate to phonics group)
- Double tick ✓✓ - conjunctions (appropriate to phonics group) and ambitious correct spellings (beyond phonics group)

At the end of the assessment a 'good work' symbol may be used to indicate that they have achieved the learning objective. Outstanding work such as, ambitious grammar or vocabulary beyond the child's phonics teaching, can be acknowledged with a 'wow' and awarded a rainbow.

At the end of the assessment, 'star' stamps will be used to indicate a child's achievement against end of year expectations, such as appropriate punctuation and grammar, phonetically correct or plausible spelling or appropriate conjunctions.

Teachers will complete the appropriate end of year expectations writing assessment grid to indicate a child's achievement and identify any gaps.

Self-marking and editing

Self-marking during lessons will usually take the form of 'tick' or 'fix' and will be completed using writing pencils. Children may use purple pens for self-marking spelling tests.

When appropriate, children should start to edit their own writing. Editing completed within lessons should be done using their writing pencils and if it is completed post-lesson should be done using purple pens.

Mathematics

All work must include the activity codes explained in this policy.

Where possible mathematics marking should be live. When marking mathematics work, ticks will indicate correct responses and crosses will indicate incorrect responses.

Teachers will draw a 'box' for children to attempt another response requiring a number or symbol. If response is completed within the lesson, children will respond using their

writing pencil. If the response is completed post lesson, children will respond using purple pen.

Number formation which needs improving should be indicated by the teacher or support staff by writing the number on the work for the child to practise.

Inclusion

We have the same high expectations of all children. Our marking is accessible and meaningful and aims to encourage confidence and progress in learning for all children. Our marking symbols form the basis of feedback to all children and when required teachers and/or support staff will provide additional scaffolding and support for some children, including those with SEND.

Verbal feedback and marking symbols will form the basis of feedback to these children and adaptation of written marking feedback may be required to make it accessible and meaningful and to encourage confidence and progress in learning.

Monitoring

Monitoring of the policy will be done through work scrutiny involving the headteacher, SLT/subject leaders and governors. Work will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. A work scrutiny schedule will be produced and feedback will be given to individual teachers. In the Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys.

Reviewed – Spring 2023

Due for review – Spring 2026

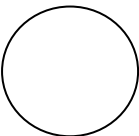
Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.

Appendix 1: Marking Symbols

	Good work
	Correct punctuation, grammar and vocabulary
	Correct conjunctions and ambitious spelling
	Missing punctuation
	Put in finger gaps
	Check your spelling
	Use the lines
	Too slow
	Not what was asked
	Use capital letters
	Missing word