



Churchside Federation

Marking & Feedback

Policy

Adopted by Staff: January 2023

Review: September 2023

Principles:

Our marking and feedback policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Guidance for teachers

Teacher marking is only effective if:

- It informs the child and teacher of what has been achieved and what happens next.
- The child has an opportunity to read/ respond to the marking.
- It is informing the teacher of learning needs which can be incorporated into future planning.
- Marking gives opportunities to edit and improve.

Remember that:

- Marking is most effective in the presence of the child.
- Children should be given time to read/reflect on/respond to marking.
- Effort should be acknowledged alongside achievement.

'Positive Pink' 'Green for Growth' 'Purple for Pupil'

EYFS/KS1

Pink pen will be used to show the parts of pupils work which meets the Learning Objective and any additional strengths. Green pen will be used to highlight the misconceptions, mistakes or the next steps for a child. Due to the age of the children, black or blue pen will be used to evidence pupil voice for what they have done.

KS2

In addition to the above, in KS2 all children will be expected to acknowledge the marking in their books, either by completing activities, answering questions or by initialling final comments. This will be done in purple pen. Any edits made after verbal feedback has been given will also be written in purple pen. Black or blue pen will be used where evidence is needed to capture pupil voice in cases where this cannot be done by the child themselves due to SEND.

Day-to-Day Marking

Not every mistake needs to be corrected, as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct using purple pen. High

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standards of grammar, punctuation and presentation are encouraged in all subjects and mistakes are corrected as appropriate to the child's age and development.

Stickers, stamps, smiley faces, house points (or other in class rewards) may be awarded for good work. Gold and silver cards are given for exceptional work.

Whole class marking may occur where similar mistakes are spotted in all of the children's work, or in particular groups. These mistakes are then taught and corrected in the next lesson.

LO/IQ

These can be used in each lesson to show the Learning Objective/Inquiry question and Success Criteria. These may be printed or written. These can be used for self-assessment by the child with a purple tick against each one or a 😊 / 😞 against the whole learning objective. Adults also tick the Success Criteria and/or can highlight parts of the learning objective or success criteria in pink or green depending on how the children have achieved. Success Criteria is not needed for every lesson and used at the teacher's discretion. Where Los or IQs are written by the children, self-assessment and level of support code can be written at the bottom of the piece of work or next to the LO/IQ.

Codes and symbols

Day to day marking will also involve the use of some marking codes:

I independent work

WS 1:1 Supported

G Guided small group work

VF Verbal feedback

C Work completed in a lesson taught by a covering teacher

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. There is a need to value what has been achieved in relation to what was demanded of pupils. In English, as well as showing concern for spelling, sentence, punctuation etc., marking should not obscure the key focus. Marking should help pupils avoid repetition of mistakes rather than just drawing attention to errors and correcting them for the pupil. The marking of pupils' work should help future planning and should become the main vehicle for communicating assessment to the pupils.

Guidance for Peer/Self-Assessment

Peer and self-assessment have a key role to play in marking feedback. They empower children to take control of their learning. **All pupil edits, reviews and peer marking is to be done in purple pen.**

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Within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. The children need to see this feedback clearly modelled and they need to be trained in how to peer and self-assess meaningfully. Time should be planned into lessons to make improvements.

Monitoring

Marking and feedback will be monitored by senior management and subject leaders. This will take place by looking through samples of books, learning walks, subject leadership reports and pupil voice through ambassador meetings.