



<b>Policy</b>	Marking and Feedback policy
<b>Last reviewed:</b>	September 2024
<b>Next review date</b>	September 2025
<b>Approval level</b>	Head Teacher

## **Aims**

All marking should have a clear purpose for both the child and the teacher. It should be used to identify what a child is doing well and where there might be a misconception or further challenge is required. It should reflect the learning objective and success criteria for the lesson and is therefore selective. Marking should be meaningful, manageable and motivating (March 2016 Eliminating unnecessary workload around marking).

## **Purpose of marking & feedback is one or more of these things**

- To inform the teacher of a child's progress and, alongside other aspects of the assessment process, identify needs for future planning and teaching.
- To indicate *how* a piece of work has been completed using the marking code. This supports moderation of judgement at end of unit assessments.
- To provide constructive and supportive feedback on current work in order to move the child's learning forward.
- To demonstrate the value of a child's work and celebrate achievements.
- To encourage self-reflection so that the child is increasingly able to recognise points for development.
- To support the process of reporting to parents.

## **Types of marking & feedback**

- Agreed Marking Codes (Page 3) should be used as the basis for specific marking & feedback of a piece of work. This sheet should be on display in all classrooms.
- Marking colours are shown on the sheet and are specific to the marking code.
- A blue tick shows that the work has been read by the teacher and a concept understood.
- A pink asterisk shows that there is a misconception or further challenge is required. Teachers may note on their planning where there has been a shared misconception that may need addressing as a group or whole class activity.
- The identified misconception will be addressed either verbally during feedback, or as part of work as a whole class, in groups or during the next lesson.
- In work where an answer is either correct or incorrect (most obviously Maths), ticks are used where work is correct and crosses or a dot where mistakes are made. If multiple wrong answers, then use a pink asterisk instead of rows of crosses or dots.
- *Identification of spelling errors:* In a piece of work, spelling mistakes which are appropriate to the child and the context of the activity may be identified using sp.
- Brief, written feedback is sometimes given by teachers if they have worked with the child in the lesson, and they do so there and then.
- House points reward effort and work of exceptional quality for the individual child.
- Children may, where appropriate, self-mark work, or peer mark.

## **Frequency of marking**

- Marking should be live as much as possible and take place during the lesson, which allows for immediate feedback.
- The majority of work will be marked before the next session of that subject.
- Children are given time to respond to the teacher's marking and feedback. The teacher should look at this to check that further misconceptions have not arisen.

## Marking & Feedback Code

<p>Blue Woohoo!</p> 	<p>Blue tick shows the work has been read by the class teacher and concept understood.</p>	
<p>Think Pink!</p> 	<p>An * shows further challenge required or a misconception needs to be addressed.</p>	
<p>Proud Purple</p>	<p>Work of an exceptional standard where the learning objective has been frequently and consistently met.</p>	
<p>Red Edit</p>	<p>Red pen is used by the child to edit and redraft words / phrases to improve their work.</p>	
<p>V</p>	<p>Verbal feedback given</p>	
<p>I</p>	<p>Independent work</p>	
<p>P</p>	<p>Peer or paired work</p>	
<p>G</p>	<p>Guided group</p>	
<p>S</p>	<p>Support given</p>	
<p>sp</p>	<p>Spelling correction needed</p>	
<p>//</p>	<p>New paragraph needed</p>	<p>Mainly in KS2 (Y3-Y6)</p>
<p>/</p>	<p>New line needed</p>	