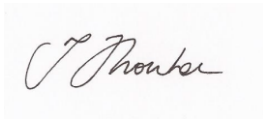
Policy	**Marking & Feedback Policy**
Ratification date	**27th September 2021**
Next review date	**September 2022**
Signatories	 **Head Teacher** **Chair of Governors**

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.
- 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
- Distance Marking Grids (DMG – Page 3) are used to record groups of learners or common misconceptions / work to celebrate to reduce time writing the same or similar comments in exercise books.
- Agreed Marking Codes (Page 4) should be used as the basis for specific marking & feedback of a piece of work and links to the DMG. 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.
- A pink asterisk shows that there is a misconception or further challenge is required – more detail can be found on the DMG. The identified misconception will be addressed either verbally during whole class feedback, in groups or during the next lesson.
- In work where an answer is either correct or incorrect (most obviously Numeracy), ticks are used where work is correct and crosses or a dot where mistakes are made. Maximum of 3 crosses if used, then use a pink asterisk
- *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. This does not need to go in the DMG.
- 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 may 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 which is then marked as green tick.
- DMGs are used to provide the detail to move learning on for the next session.

Distance Marking Grid

Class: Date: Big Idea:

Work to Praise	Presentation
Misconceptions/errors	
Next lesson notes	
Absent:	

WHEATFIELDS Primary School

Marking & Feedback Code

Think Pink!	An ASTERISK shows further challenge required or a misconception needs to be addressed.
	Blue tick shows the work has been read by the class teacher
	Blue Woohoo! 2 blue ticks against the work highlights the BIG IDEA has been met – can also underline or smiley face.
Green Seen!	Initial / tick / smiley face to acknowledge the child's action from Think Pink!
Proud Purple	Work of an exceptional standard where the learning objective has been frequently and consistently met.
Red Ed…it!	Red pen is used by the child to edit and redraft words / phrases to improve their work.
	Verbal feedback given
	Independent work
	Peer or paired work
	Guided group
	Support given
//	New paragraph needed
/	New line needed
^	You may have left something out here or you may be able to add in a word to make your sentence more interesting
sp	Spelling correction needed