



Marking and Feedback Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	September 2021	
To be reviewed	September 2023	

Marking and Feedback Policy

This marking policy is designed to give all teachers and learning support staff clear guidance of what is expected with regards to marking children's work. We have a whole school approach to marking and feedback. Marking and feedback is consistent across year groups, developmental across the age ranges and consistently applied by those working with children in school, including support staff. Written feedback is legible and clear in meaning, and time will be given where appropriate for pupils to read and act on comments (and to extend their thinking) We take into account teacher workload, and more detailed marking after the lesson will only be completed when it supports pupil learning and progress. This marking policy is the product of monitoring children's work in class, findings of work scrutiny reports and the views of teachers.

Key Principles of marking and feedback at Queniborough:

- ✓ Feedback should be effective and purposeful
- ✓ In most cases feedback should be specific and focus on success and improvement rather than correction
- ✓ Children may be given opportunities to make improvements to their work and respond to their marking where the teacher deems this to be appropriate.

Marking colours and their meaning

Teachers will mark in green pens. They will use green ticks or write short comments. Teachers will use the agreed marking symbols to ensure consistency across the school

Children will use purple polishing pens to make any final amendments or to respond to marking

Learning Intentions

Teachers will share clear learning intentions and may choose to share specific success criteria at the beginning of each lesson. Each lesson will have a clear WAL (We are learning...) Teachers are expected to highlight this (or parts of it) in green if the learning intention has been met. If it has not been met, teachers may leave this blank.

Smarking

Every piece of work should be marked, acknowledged, or talked about with the pupil. Research has shown that immediate feedback is the most effective. When possible this will be done in the lesson (through 'smarking' and 'verbal feedback') as it is acknowledged that this is where marking can have the most impact on pupils' progress. When this happens teachers may use 'VF' to indicate that 'verbal feedback' has been given, live in the lesson. Teachers are not expected to write any dialogue in books as evidence of what has been discussed with the pupil.

Marking longer pieces of writing

There is an expectation that extended writing takes place at least once a fortnight and this is often the most time consuming marking task for teachers. In order to take account of teacher workload we have adopted a new system whereby the teacher reads carefully through the class set of writing.

The teacher will choose three aspects that have arisen as common mistakes or misconceptions. These are identified on a whole class feedback sheet for the next session of correction time. The teacher will discuss these misconceptions with the whole class. Children should pick one of the comments to edit/ respond to in their work using their purple polishing pen.

Pupils Response to Marking

Teachers can choose for response to marking to be completed alongside an adult or in morning challenge time (or whenever the teacher feels this is appropriate to meet the age range and needs of the pupils).

Children respond to their marking using purple pencil in EYFS (where the teacher feels a child is able to) and in KS1. Purple polishing pens should be used from **Spring 1 in Year 2 onwards** and in all other classes in KS2. Children need to be shown how to use them in order to keep books at a high standard.

Next steps and Challenge:

Where teachers feel that it is appropriate, teachers may challenge pupils further by using moving on comments or an extra challenge.

- ✓ An extension of the work already done
- ✓ An example asking the child to apply learning in an alternative way
- ✓ Encouraging the child to make an improvement to their work

Marking of spelling

Teachers should choose high frequency/common exception words and topic words where appropriate to correct in pupils' work. The SP marking code will be used in the margin. Pupils should write the correct spelling in purple pen or pencil under their work. For a few children, it may be appropriate to underline the word in green pen.

Marking of Maths and Science

Most marking of Maths or Science can be done within the lesson using a combination of smarking and mini plenaries. Teachers or TAs can dot incorrect answers to help identify children who need intervention. In all classes, 'Carpet Crew' same day interventions should be used during lessons or during daily Maths Meeting time.

Marking of Foundation Subjects and RE (usually in Learning Journeys or RE books)

A combination of peer marking, self-marking and teacher acknowledgement can be used. Green ticks are sufficient. The WAL should be highlighted green if achieved. Stampers may sometimes be used. There is no expectation to mark Art or some aspects of DT as children may get upset if their work has comments added to it.



Marking and Feedback at Queniborough C.E. Primary School


At the beginning of work:

WAL: We Are Learning

Children can write this themselves (copied from the board) or this may be printed and stuck into books prior to the lesson

On my work:

Your teachers may use these codes to help you when they mark your work:

SP	Correct this spelling at the bottom of the page 3 times
VF	Verbal Feedback has been given
Intervention	I have received some extra help
S	Someone has supported me to complete this
.	I need to have another look at this maths calculation
D	Discussed as a class
CL FS	I need to check for capital letters and/or full stops
/	This will indicate where a finger space should have been left between words
	A star challenge for me to complete

