



Marking and Feedback Policy

Introduction

This policy gives guidance to staff on the purpose, types and frequency of marking. The marking policy belongs with the policies on assessment, record keeping and recording.

Purpose of marking

- to encourage a higher standard of achievement;
- to develop children's knowledge and understanding of what they need to do to achieve the learning objective or to develop skills further;
- to inform the teacher of a child's progress and needs for future planning;
- to provide feedback about current work;
- to demonstrate the value of a child's work;
- to allow for self and peer assessment, so that children are fully aware of what they need to do to achieve the learning objective and they are also aware of their next steps.

Guidelines

The following procedures should be implemented by all staff marking work:

- marking may take place during the lesson which allows for immediate feedback;
- relief teachers should mark all work and return it to class teachers;
- most work will be marked before the next session of that subject, however, in the case of a long-term project it may not be marked until the completion of the project;
- during Literacy and Numeracy lessons, teaching assistants should mark their guided group books according to the marking code, which will be displayed in classes; teachers will provide instant feedback for their guided group and quality mark half of the remainder of the books.
- The remaining books should be 'Quick marked';
- children who have indicated to their teacher that they have not understood the objective by colouring the face red or yellow should receive detailed marking;
- Numeracy lessons may require work to be 'quick marked'.
- teachers should use their discretion with all other subjects;
- self-assessment and peer marking should be encouraged and used when appropriate;
- marking should reflect the WILF (based on the WALT) for each activity or be based on improving basic skills;
- children should be encouraged to be 'first markers' and aim to edit, correct and improve their work before giving it to the teacher for comment or marking;
- errors should be looked on in a positive manner, giving the children areas to focus on for improvement;
- children must be given time to read comments
- time should also be given for children to respond to comments made and 'fix' their work;
- 'fix it' time should be approximately 5-10 minutes (if longer is required the objective may need to be covered again either as whole class or as part of a target group,);

- marking provides a formative assessment record and should be used to inform planning;
- where a child has not met the WILF for a particular WALT, the work should be revisited at a later date and should be marked in detail;
- marking should be consistent throughout the school, following the given code which allows manageability;
- marking codes must be displayed in each classroom and children must be made familiar with these codes;
- where the work has been discussed in detail with a child, a full written comment need not be given;
- not every spelling mistake should be corrected, only those words that a child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections;
- a squiggly line should be drawn under a spelling mistake and the correct spelling should be written on the page for the children to practise.
- Marking should be completed in green.
- 'Fix it' should be completed in pencil for KS1 and purple for KS2.
- Teacher should highlight I (independent work) or S (supported work).
- Teacher to highlight T when marked by themselves.
- Marker should highlight 1, 2 or 3 (1 low, 3 high) star for handwriting quality.
- Teacher should highlight VFG if verbal feedback has been given.
- Anyone other than the class teacher to highlight TA (teacher assistant), O (other), P (peer) when marked and give verbal or brief written feedback to the class teacher.

Monitoring implementation of the marking policy

This policy will be monitored through:

- Regular scrutiny of pupils' work (to be carried out by senior staff);
- sampling books across subjects (to be carried out by senior staff);
- discussions with staff and pupils (to be carried out by senior staff);
- observations of lessons (to be carried out by senior staff).

Implementation

- Marking should reflect the WILF (based on the WALT) for each activity or be based on improving basic skills.
- To aid transition between key stages marking procedures from any key stage can be applied when necessary.

Marking Code

Foundation Stage

- All key group leaders will maintain individual learning journeys, linking all evidence to the EYFS Profile and the Development Matters of the EYFS.

Key Stage 1

Teachers will complete detailed marking for approximately ¼ of the class every lesson and for children who have partially or who have not achieved the WILF (What I'm looking for.)

They will stick in the WALT (We are learning to) and WILF (checklist) every lesson.

They will also award a star handwriting mark (* low *** high, children who receive a 3 can write in a teachers special pencil the following session.)

Detailed Marking:

Teachers must:

- Highlight the parts of the WALT and WILF which the child has achieved in green;
- do not highlight the parts of the WALT and WILF which the child has not achieved;
- children must colour the smiley face red (don't understand) yellow (partly understand) or green (fully understand) and if there is a WILF use this as a checklist;
- teachers will highlight if the work is I (independent) or S (supported);
- highlight who has marked the work T (class teacher) TA (teaching assistant) O (other: supply, student, another teacher etc.);
- children will then tick next column to say they have seen this.

WALT: To explore length.		 * * * VFG
I S	T TA O P	
WILF: I know it means how long something is.		√
I can measure length using cubes.		√

Create a 'fix it' on based on basic skills and write this 'fix it' next to a box. Then highlight, in pink, the basic skill in the work that needs fixing.

In some cases (particularly when there is a whole class misconception or the whole class has fully achieved the WALT and therefore they need a challenge) teachers may place a bronze, silver or gold 'fix it' on the board the next lesson. If so the teacher would write the words bronze, silver or gold next to the 'fix it' box so that the children know which fix it to complete.

Children must mark their teachers marking by reading and ticking the 'fix it' box. Children should then do the 'fix it' task ('fix it' tasks should take no longer than 5-10 minutes). The next day teachers should highlight the child's response in green (achieved) or yellow (not achieved). Pencils/purple pens will be used to respond and 'fix' work.

Quick marking

Teachers will use ticks, stamps and stickers if the children's work is really good. If children have made a mistake, teachers will put a dot next to the answer. They will highlight the marking checklist but not write a fix it box. If the child has not achieve the learning objective, then work should be detailed marked.

Peer marking

Peer marking should be completed in a different coloured highlighted and highlighted P followed by the child's initials.

Pupil response

Time should be given at the start of a lesson for children to respond and 'fix' work, TA's and teachers should read comments to children if necessary. Fix it time should be approximately 5-10 minutes.

Key Stage 2

At key stage two the following marking code will be implemented:

Teachers will complete detailed marking for quarter of the class every lesson and for children who have partially or who have not achieved the WILF.

They will stick in the WALT and WILF (checklist) every lesson.

Children must add one personal target on the bottom of the WILF which they will work on that lesson. At the end of the lesson they will reflect on their work and write one thing that they need to work on in the future (e.g. they might have realised that they missed lots of capital letters that day or that they have not included any adjectives).

They will also award a star handwriting mark (* low *** high, children who receive a 3 can write in pen the following day).

Detailed marking

Teachers must:

- Highlight the parts of the WALT and WILF which the child has achieved in green;
- do not highlight the parts of the WALT and WILF which the child has not achieved;
- children must colour the smiley face red (don't understand) yellow (partly understand) or green (fully understand) and use the WALT as a checklist throughout the lesson;
- teachers will highlight if the work is I (independent) or S (supported);
- highlight who has marked the work T (class teacher) TA (teaching assistant) O (other: supply, student, another teacher etc.).

WALT: To write a set of instructions.			√
		* * *	
I S	T TA O P	VFG	
WILF: I have included an opening paragraph			√
I have included a 'you will need section'			√
I have included detailed steps.			√
I have included a closing paragraph.			√
I have use imperative (bossy) verbs.			√
I have included a rhetorical question.			√
Use three adjectives.			√
Today I will ...			

<i>use fronted adverbials.</i>	
Feedback <i>capital letters</i>	

- **Create a 'fix it'** based on the WILF; a basic skill which the child needs to practise or a next step and will write this in the feedback box.
 - Add a rhetorical question to your opening paragraph.

In some cases (particularly when there is a whole class misconception or the whole class has fully achieved the WALT and therefore they need a challenge) teachers may place a bronze, silver or gold 'fix it' on the board the next lesson. If so the teacher would write the words bronze, silver or gold next to the 'fix it' box so that the children know which fix it to complete.

Children must mark their teachers marking by reading and ticking the 'fix it' box and the box next to the smiley face. Children should then do the 'fix it' task. ('Fix it' tasks should take approximately 5-10 minutes). The next day teachers should highlight the child's response in green (achieved) or yellow (not achieved).

- If teachers spot a spelling mistake of a key word they will underline the spelling with a wavy line and write correct spelling on the page.

hello
hullo

- If teachers spot missing punctuation, they will highlight the area in pink where the punctuation is missing. Children must then write the correct punctuation above or on the highlighted space.

molly was late for school

- Purple pens will be used to respond and 'fix' work.

Quick marking

Teachers will use ticks, stamps and stickers if the children's work is really good. If children have made a mistake, teachers will put a dot next to the answer. They will highlight the marking checklist; put a wavy line and the correct spelling under spelling mistakes and highlight missing punctuation in pink but they will not write a fix it box. If the child has not achieve the learning objective, then work should be detailed marked.

Peer marking

Peer marking should be completed in a different coloured highlighted and highlighted P followed by the child's initials.

Pupil response

Time should be given at the start of every lesson for children to respond and 'fix' work. Children are expected to: tick the marking checklist, fix all pink punctuation and complete their fix it box task. Fix it time should take 5-10 minutes. If children do not respond to their 'fix-its' the teacher/teaching assistant will put a post-it note into the children's book to remind them to complete their 'fix it'.