



MARKING AND FEEDBACK POLICY

February 2023

RATIONALE

Marking and feedback needs to be appropriate and relevant for each subject and accessible to all pupils. It should be focused and constructive supporting children to move forwards in their learning.

PRACTICE

Marking and feedback must:

- be regular, constructive and consistent throughout school to contribute to the raising of standards
- contribute to children's understanding of the school standards and expectations
- be specific, simple and easy to understand
- allow children to respond to feedback
- be given and acted on promptly
- insist on the highest standards of presentation and effort from individuals

When marking and feedback is effective:

- it focuses on the learning intention and success criteria and next steps clearly link to these
- it allows children time to read and act on development points
- it informs planning and next steps for the teacher
- impact can be seen on future pieces of work

GENERAL MARKING STRATEGIES – Marking is to be completed in purple

As well as being effective in moving children's learning forwards, marking and feedback needs to be purposeful for the teacher while allowing them to manage their workload.

TRAFFIC LIGHT SYSTEM

Traffic light marking is to be used in Mathematics and where appropriate in other curriculum areas.

Children's **understanding of the learning intention** will be indicated by the teacher at the end of a piece of work through a traffic light system:

Evidence and impact of traffic lights tasks/next steps must be evident in children's books.



A green dot indicates that a child has fully achieved the learning intention.

What next?

- Challenge / Extension / Greater Depth activities; peer coaching
- Evidence for KLIPS / LAPS / Teacher Assessment



An amber dot indicates that a child has partially met the learning intention.

What next?

- Focus activity to consolidate learning; misconceptions/corrections addressed; peer coaching
- If through intervention / revisiting children demonstrate a full understanding of the learning intention then a green dot should be added alongside the amber dot at the end of the child's work



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A red dot indicates that a child has not achieved the learning intention.

What next?

- Precision teaching / Intervention / 1:1 or small focus group with teacher
- Simplify concept and extend to expected standard
- Pre teach to ensure readiness for next lesson
- Target in next lesson
- If through additional time / support / intervention children demonstrate a partial or full understanding of the learning intention then an amber or green dot should be added alongside the red dot at the end of the child's work

The traffic light system DOES NOT replace our other expectations for marking but should be used alongside our other specific marking strategies.

SPECIFIC MARKING STRATEGIES

Writing (In English books and other subjects):

Alongside the traffic light marking, teachers will use “margin marking” when marking/responding to written work.

Margin marking is code based marking referring to punctuation, grammar and spelling.

The teacher puts the code or punctuation mark required in the margin on the same line as there is an error. The child then identifies and corrects the mistake on that line in pencil.

Margin Marking Codes	
.,?!”;;:	Missing/incorrect punctuation
Sp	Spelling mistake – the correct spelling to be provided in KS1 and if needed in KS2
	To identify a spelling error which requires addressing
Gr	Grammatical mistake
-----	Doesn't make sense
/	New sentence
//	New paragraph
S	Supported work
VF	Verbal feedback given

The teacher should not correct every mistake but use their professional judgement in deciding the number and type of mistake. These should be appropriate to an individual child's current level and their year group expectations (Key words are non-negotiable).

Where errors are due to a lack of understanding then no comment is required and the misunderstanding will be addressed via appropriate verbal feedback / follow up teaching.

There is also no expectation of next steps always being indicated on children's work as this will be addressed by the teacher and will be evident on teacher's planning.



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Mathematics:

Individual questions shall be marked with a tick (correct) or a dot (incorrect).

Where children make basic errors in transcription or detail this will be addressed through a brief comment. E.g. where a child has misread a question and added where they should have subtracted a circling of the symbol and a simple comment such as, “you have added these, look closely at the symbol and redo” will suffice.

Where errors are due to a lack of understanding then no comment is required and the misunderstanding will be addressed in the next lesson. There is also no expectation of next steps being indicated on children’s work as this will be addressed by the teacher and will be evident on teacher’s planning.

A symbol **!** in a circle marked in purple should be placed near questions that the children are expected to correct. Any additional questions to consolidate learning should be written in purple.

The symbol **CH** marked in a purple pen would indicate an additional challenge question for the child to have a go at.

General comments and verbal feedback across the curriculum

It is OK to add occasional comments to praise pupils and to motivate and to encourage an engage them. This links into our work on Growth Mindset and encouraging pupils to have a positive attitude to learning.

Research has proven that for some pupils these little bits of written feedback are proven to be extremely beneficial.

General comments and praise should be written in purple pen and can take the form of a comment or a reflective question.

Verbal Feedback and Supported Work

Where a teacher has provided verbal feedback to a child about their work this should be indicated with a **“VF”** at the point of the child’s work this was provided.

Where a child has been supported by a member of staff in their work this should be indicated with an **“S”**. If the support was for part of a task then the section of work supported needs to be clearly identified.

Overview of marking expectations

- Teachers / TA’s to mark in **purple pen**.
- TA’s to initial marking (to identify who has marked work)
- Supply teachers to mark in **black pen**.
- Pupil to mark / respond in pencil.
- All staff to refer to the Marking and Feedback policy to ensure consistency of marking.