

Linchfield Community Primary School

Marking and Feedback Policy



Introduction

At Linchfield Community Primary School we believe that all children are entitled to regular and meaningful feedback on their learning. When marking children's work, the age of the children needs to be taken into account to ensure that they are able to understand and act on the feedback given. It is also important to have consistency in the marking symbols used by individual teachers so that the children continue to build on learning as they move through the school.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- provide them with a clear picture of how far they have come in their learning, and their next steps.
- offer them specific information on the extent to which they have met the learning intention, and/or the individual targets set for them;
- promote self-assessment and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that will inform our future lesson-planning.

Our Marking Style:

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Whilst all work should be marked, teachers do not need to give a written comment on every piece of work. Teachers should use the marking code (see appendix 1) with **green pen to identify strengths** and **pink to identify areas to work on**. Any positive comments written should highlight one strength of the work (**wow...**) and one area for development (**now...**). When giving written feedback, we will use the guidance outlined in appendix 3.

The school has guidelines that apply to all pieces of work in each key stage e.g. the date and learning intention must be underlined (see appendix 2) which teachers will promote and model.

The marking should always be in accordance with the learning intention, success criteria and the child's own personal learning targets.

The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be clear, precise and appropriate to the age and ability of the child, and may vary across year groups and key stages.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intention and the success criteria for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Children should be encouraged to assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

Once marking has been completed, pupils will be given the opportunity to respond to the marking using a **purple pen**. This may involve them:

- Self-correcting work
- Extending work
- Redrafting
- Receiving a challenge

Our Marking Code:



Green is Good (Teacher/TA)

Pink to Think (Teacher/TA)

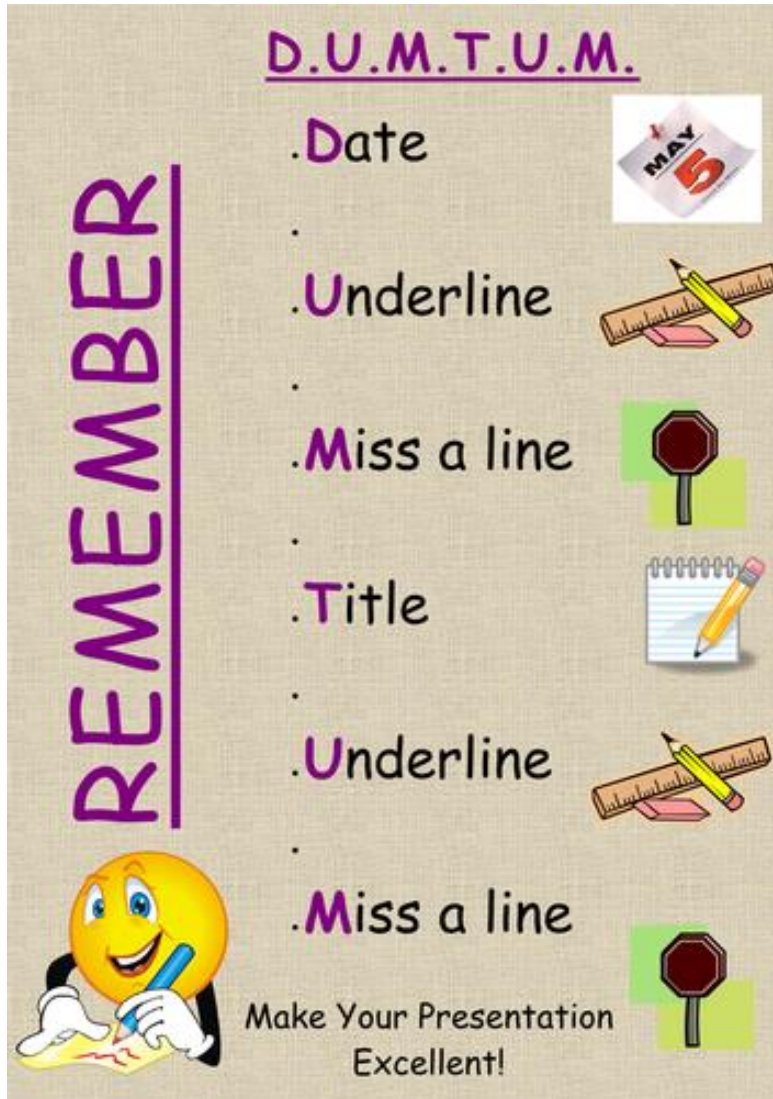
Purple Polish (peer/self-assessment by children)

	This work is correct
	This is incorrect (Maths) Correct your work
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;"></div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"></div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"></div> </div>	1 Tick next to the Learning Intention – LI partially met 2 Ticks next to the Learning Intention - LI met 3 Ticks next to the Learning Intention – LI exceeded
Green Pen	Any positive comments written should highlight one strength of the work (wow...) and be written in green pen .
Pink Pen	One area for development (now...) should be written in pink pen .
	Challenge work to be identified by a c in a circle.
 tuesday p.	Circle: There is incorrect use of punctuation (including upper and lowercase letters) Correct the punctuation P: There is missing punctuation Insert correct punctuation
Sp	Spelling mistake Correct an appropriate number of words, appropriate to a child's ability. <i>Focus on the high frequency/common exception words and statutory spellings.</i>
//	New paragraph needed
	Something missing
The boy <u>were</u> eating his dinner.	Does this make sense? Re-read and correct your work
GW	Group Work
S	Support
V	Verbal Feedback
KB	Initials of Teacher/TA/Supply (if not usual)



Presentation Expectations of Children's Work:

1. D.U.M.T.U.M. to be used in all pieces of work



2. Short date for Maths and long date for English and topic

3. Corrections: one neat line using a ruler for corrections

~~with~~

4. No rubbers other than in Art and DT

5. Handwriting pens in KS2 for those who consistently join and write neatly



How we will mark:

Instead of:	The teacher will:	The pupil will:
Writing extensive comments	Gives one area of strength and one area showing the next steps: Wow... Now...	Review the “now” comments and check that these are corrected and referred to in future work
Giving a written comment and annotating work	Only write annotations in the body of the work This may be done with a highlighter without words	Write the wow and now comments to show they have understood the marking
Giving a written comment and annotating work	Write an overall comment with wow and now	Annotate areas of the work to show that they are able to make the improvements requested
Writing “well done you have” (repeating the L.I)	Put a double tick next to best parts of the work	Use talk partners to explain the reason for the double tick or refer to it in their own “wow”
Marking every question in detail	Mark a selection of questions based on AFL (areas of concern the teacher picked up during lesson or areas of concern pupils feedback to teacher)	Will highlight questions that they are finding difficult
Writing the same comment on each piece of work	Explain the issue with the whole class or focus group who have not understood	Modify understanding and demonstrate in next lesson
Writing a full solution	Write a hint	Try again checking work against the hint
Correcting work when pupil makes a small mistake	Will use circles to identify the mistake	Will correct based on own knowledge
Giving back work and moving straight on	Allow time for pupils to correct, redraft and retry work in order to “close the gap”	Will take the time to self-assess and make corrections



Green is Good

Pink to Think

Purple Polish!