



# Caythorpe Primary School

## Marking and Feedback Policy

Reviewed: November 2024

Date of next review: November 2026

### Introduction

At Caythorpe Primary School we believe that all children are entitled to regular and meaningful feedback on their learning. When marking children's work and providing feedback, 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 should 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. If the learning intention of the lesson is achieved by the child, the learning intention (WALT – We Are earning To) will be ticked with **green pen**. We encourage 'live marking and feedback' during lessons as it allows for a dialogue between the teacher and pupil, enabling the teacher to provide immediate feedback and a suggested action for the pupil there and then. 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 be indicated by a green star. One area for development (now...) should be recorded after a pink arrow. 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.

In handwriting teaching staff should give immediate feedback during handwriting lessons, modelling the correct formation and joins in pupil's books. (see handwriting policy)

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 (WALT) 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 (KS1) or pen (KS2). This may involve them:

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

# Appendix 1

## Our Marking Code:



Green is good (Teacher/TA)

Pink to think (Teacher/TA)

Purple is power (peer/self-assessment by children)

	<p><b>This work is correct</b>  <b>The WALT is ticked if the learning intention has been achieved (two ticks for GDS)</b>                  In Writing, also tick examples where the child has been meeting the S.C e.g. good vocabulary, use of connectives, punctuation, figurative language etc.</p>
.	<p><b>This is incorrect (Maths)</b>                  Correct your work</p>
	<p><b>Verbal feedback</b> has been shared with the pupil (can included an indication for future reference i.e. fronted adverbials)</p>
	<p>Any positive comments written should highlight one strength of the work (wow...) and be indicated by a green star.</p>
	<p>One area for development (now...) should be recorded after a pink arrow.</p>
(c)	<p><b>Challenge work</b> to be identified by a c in a circle.</p>
(s)	<p><b>Supported work</b> to be identified by a s in a circle.</p>
<p style="text-align: center;"><u>Tuesday</u>                   tuesday</p> <p>The boy were <u>eating</u> his dinner.</p>	<p><b>Underlining - This is incorrect (English)</b></p> <ul style="list-style-type: none"> <li>Correct your work <b>Letter, or number facing the wrong direction</b> - Practise writing your letter or number the right way round 3x underneath the piece of work.</li> <li><b>Incorrect use of punctuation (including upper and lowercase letters)</b></li> <li><b>Grammatical/tense - Does this make sense?</b> Re-read and correct your work</li> </ul>
<p>P or Sp <u>jump</u>t</p>	<p><b>P or S in the margin – word to be corrected bay be underlined</b>  <b>P: There is missing punctuation</b> - Insert correct punctuation  <b>SP: Spelling mistake</b> - Correct an appropriate number of words, appropriate to a child's ability. Some words may be corrected by the child e.g. words from spellings focus, topic words etc.  <i>Children to practise 3 key words underneath the piece of work.</i></p>
/	<p><b>Space needed</b>                  Remember to leave a space in between each word</p>
//	<p><b>New paragraph needed</b></p>
Date?	<p><b>No date on work</b>                  Write the date on your work and underline</p>
L.I./title?	<p><b>No learning intention/title on work</b>                  Write the learning intention/title on your work and underline</p>
KB	<p><b>Initials of teacher/TA (if not usual)</b></p>



### **Presentation Expectations of Children's Work:**

1. KS2 - Margins in all exercise books – 3cm margins (some books these are already printed)
2. Date and WALT set out using DUMTUMS (Date, Underline, Miss a line, Title (WALT), Underline, Miss a line, Start).
3. Pupils do not write on the very top line of an exercise book.
4. Long date (Thursday 5<sup>th</sup> January) written in English books, short date in all other books (05.01.22). Year 1 summer term – pupils expected to begin to write date in full.
5. WALT: (We are Learning To) and date underlined at the top of each piece of work (short date for Maths and topic and long date for English).
6. Corrections: one neat line using a ruler for corrections ~~with~~
7. All lines to be drawn using a ruler including labels for diagrams.
8. No rubbers in all Key Stages
9. Handwriting pens in KS2 for those who find this beneficial or when suited to purpose
10. Stamps to show guided group work with TA and Class Teacher
11. Work completed on a separate piece of paper should be cut to size and stuck neatly into books (avoid folding unless enlarged A3 is needed)
12. Stickers may be used to show praise for learning, extra effort, busy bee or Head teacher's award



### 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 is POWER!