



**LAYFIELD PRIMARY  
SCHOOL**

# Marking and Feedback Policy

## June 2017

Review date: June 2018

## Aims

We aim to create an effective, sustainable and time-efficient marking policy.

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by verbal feedback and support; the former by asking the child to check their work for errors before simply marking the mistake as incorrect and without giving the correct answer.

All marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes.

Quantity of feedback should not be confused with quality.

## Marking and Feedback

It is important to provide constructive feedback to pupils, focusing on success and improvement needs against Learning Objectives. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

## What are the principles that guide the school's approach to marking?

Marking and feedback should:

- \* be manageable for teachers and accessible to pupils
- \* relate to the Learning Objective and be specific to the success criteria.
- \* give recognition and praise for achievement and clear strategies for improvement;
- \* allow specific time for pupils to read, reflect and respond to marking and respond to individual learning needs
- \* inform future planning and group target setting using consistent codes across the school
- \* be completed, as far as possible, before the next lesson
- \* ultimately be seen by pupils as a positive approach to improving their learning

## How do we mark pupils work?

Pupils work needs to be marked in green for consolidation i.e., when a child has understood the Learning Objective – this is explained as 'go green' to the children and blue for development points or where the child needs to make corrections – 'build blue'.

Next steps are written in blue as well as any key spellings which need addressing. Feedback must be addressed by the pupil promptly (at the next available opportunity) to build upon their learning – these should be made by the pupil in red.

Pupil's corrections should be marked. In Early Years and Year 1 where children write in pencil, corrections are marked and indicated with a 'C'. In Years 2 – 6, children correct their errors in red pen so it is clear where they have made a correction.

Teachers must ensure that pupils are provided with challenge. If correctly pitched, the majority of work will be correct however it should be expected that there will be errors or aspects where pupils have been provided with challenge through feedback to move their learning on or allow them opportunities to work at greater depth.

Care should be taken by the marker to reflect the high standards expected in terms of presentation. Written comments should model the schools handwriting policy.

The school makes use of three forms of marking/feedback:

### **Oral Feedback**

It is important for pupils to have oral feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the Learning Objective, with reference to the Success Criteria, and then question the pupil about a specific part of the work. This may be to correct a pupils understanding or to extend the pupils learning.

### **Summative feedback / marking**

This usually consists of ticks and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the pupils, as a class or in groups.

### **Formative feedback / marking**

The focus group for that particular lesson can be quality marked by the adult teaching them and indicated with an 'S' to state supported. It is assumed that work that is not marked with an 'S' can be considered as being independent. Teachers need to decide whether work will simply be checked or given detailed attention. Acknowledgement should always relate to the Learning Objective and / or Success Criteria.

Learning Objectives relate to those from the National Curriculum for core subjects and schemes of work for foundation subjects. Trackers include all of the learning objectives for each subject area. Teachers use these to record achievement, progress and to plan next steps from.

### **Marking Code**

A simple marking code is used throughout school. Green and blue marks are used to indicate where the pupils is achieving or requires improvement.

Green ticks and blue highlighting / marking are used to indicate where an answer is correct or incorrect in all subjects.

Where the learning objective has been highlighted green it can be assumed that the work has been completed independently. If support has been required but the pupil has shown a level of independence, a green dot is used to show that there is some progress towards full independence. The level of support is indicated as follows:

Group work	GW
Adult support	S
Equipment Provided	Eq

The level of feedback or type of marking is indicated as follows:

Verbal Feedback	VF
Peer-assessed / Marked	PA
Self-assessed / Marked	SA

Where spelling, punctuation or grammatical errors have been made it may be more appropriate to require the child to check their work before it is marked to see if they can identify the errors independently. The teacher is best placed to make this judgement.

If the teacher feels that the child needs more support to identify where the errors to be corrected are they may choose to indicate the area within the text / work, e.g. 'Please check your spellings in the second paragraph', or by 'sp' at the start of line where the error is, or by 'sp' above the incorrect word. The specificity of the marking will be taken into account when using the work as evidence. The greater the child has relied on the marker to support them in correcting errors the less independence they have shown.

Codes used for indicating more specific errors are:

Early Years and Year 1 age related	Full Stop	.
	Capital Letter	0 around the lower case letter
	Incorrect letter formation	—
	Word omitted	^
Year 2 – 6 age related	Spelling	Sp or Spelling
	Punctuation	P or Punctuation

## Marking in different Key Stages

Marking and Feedback may vary according to the child's level of development, ability and maturity. General expectations are as follows:

**Early Years** Observations are recorded on post-its by staff using green or blue pen. These are used to inform progress recorded in the STEP's Profiles. Children are given feedback which is mainly verbal, however staff may also use ticks, smiley faces, stamps or stickers to indicate where children have worked well. Highlighters are introduced in Reception to indicate where Learning Objectives have been met and aspects of achievement in the child's work.

**KS1** Written feedback is gradually introduced which children are expected to respond to in order to improve or correct their work.

**KS2** Children are expected to become more independent in checking their work prior to it being marked. Children are also expected to become increasingly independent in responding to teachers marking.

## Marking Different Subjects

It is expected that feedback is given to children in all aspects of their work. The amount of verbal feedback as opposed to written feedback may naturally vary between subjects or between activities. For example, PE will require more verbal feedback, whereas art may require mainly verbal feedback alongside some written feedback or marking.

## Quality Marking

Teachers focus first and foremost on the Learning Objective and Success Criteria of the task. The emphasis being on both successes against the Learning Objective and improvement needs. When marking teachers should:

1. Read the entire piece of work;
2. Highlight in green examples of where the pupil has met the Learning Objective
3. Identify an area of the work which could be improved
4. Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

## Non-negotiables in Marking

Teachers have high expectations of the pupils within Layfield and each year group has a list of non-negotiables, for example this may be to always include full stops, finger spaces, capital letters and use letters and sounds knowledge when writing. These are the basics we expect from pupils within a particular year group.

## How will pupils respond to the comments that have been put at the end of their work?

In order for the marking to be formative, the feedback must be used and acted on by the pupils. When work has been 'quality marked', time should be given promptly (at the next available opportunity) for pupils to read and then make improvements based on the improvement suggestion. Pupils will do this in red.