



Marking and Feedback Policy

PURPOSE

This policy acts as a guide to marking to ensure a commonality of expectations and consistency of approach throughout school.

RATIONAL

Marking should be purposeful and should impact children's progress. Marking is essential to enable teachers to assess children's successes, identify misconceptions and challenge children. Marking should not be onerous for teachers, but should further develop their understanding of the class needs. Marking and feedback at Coupe Green should be a balance of written, verbal, self and peer assessment enabling children to reflect, celebrate, correct and be challenged.

AIMS

- To give opportunities for prompt and regular written or spoken dialogue with children with suggestions for improving learning.
- To ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- To ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- To ensure children are praised for their effort and attainment.
- To provide children with time to act on the feedback they are given.
- To ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- To ensure that children are involved in their own learning, by giving regular feedback (verbal or written) so that the children understand where they are, where they are going and how to get there.
- To ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

GENERAL GUIDANCE

- All children's work will be seen and acknowledged by the teacher and/or teaching assistant.
- Comments verbal/written should relate to the learning objective/success criteria or individual targets.
- Comments should be positive and give suggestions to the child on ways they can improve their work.

- All spelling/grammar/punctuation errors are not marked in every piece of work, however “if you expect it, ensure pupil’s correct it!” For example high frequency words, taught subject vocabulary and non negotiables for the year group.
- Marking should be done as soon as possible after the completion of a piece of work and when possible with the child and ongoing in the lesson by the teacher or the TA.
- Response/working/marking partners should be used to allow children to comment on one another’s work – guidelines should be given to children before commencing.
- Children will respond in **purple** ink. (Perfecting purple).
- Children’s corrections will be completed in **purple** ink.
- Staff to mark positive points within a piece of work in **black** ink.
- Children should be given FIX IT time to respond to marking. Children will respond in purple pen.
- Guided groups will be involved in verbal feedback within lessons to ensure maximum progress. All extended writing pieces will be quality marked.
- In Reception and Year 1, the teacher focuses on giving oral feedback to the children but may write a comment with the child. In some cases oral feedback may be signified with ‘VF’ (verbal feedback). Staff may also write a comment on the work as part of the process of gathering information for the Foundation Stage Profile.
- Rewards will be given in accordance with our behaviour policy and will be in the form of stamps, stickers and house points.

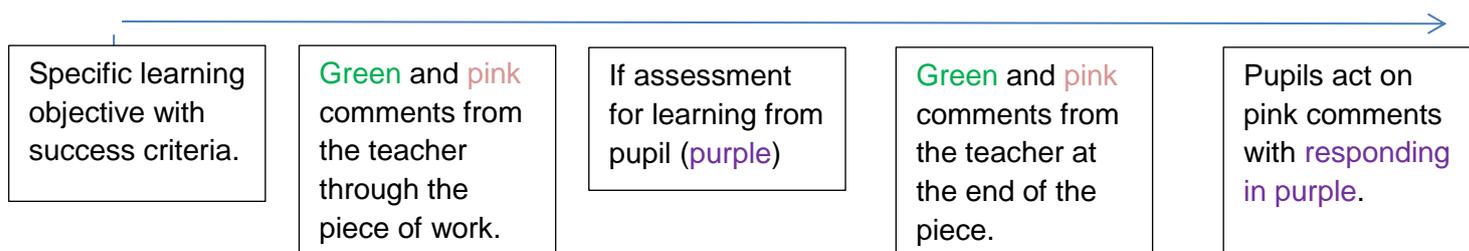
COLOUR MARKING:

Green for Great: Work will be highlighted in green celebrating the success linked to the learning objective, success criteria or target that the child is working on.

Pink for Progress: The teacher will highlight in pink for:

- Corrections (possibly with an example)
- Improvements
- Next steps or challenges

Purple for response to marking: Purple for next step marking, and self-marking or peer marking.



Symbols for Marking

✓	Correct answer / you have got it right now
.	Incorrect (if a whole page is wrong eg maths, then the teacher would stop marking and talk to the child).
Green Highlighter	Links to the LO or success criteria
Pink Highlighter	This is the part that needs to be improved / changed. Use your 'fix it' time.
VF 	Verbal feedback has been given to the child
	Guided Group
	Success Criteria / Learning Objective Achieved

Class stamps will be used to indicate guided groups, paired work, independent work, TA support and Teacher support.

TA's will mark all work delivered by using the agreed process, following the policy, using green and pink to identify achievements and set next steps for learning.

ORGANISATION AND PRACTISE

At Coupe Green Primary School we have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning objective, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Model good practice in marking to children as part of our teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place or in a focused group.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions i.e.: FIX IT time. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

NON-NEGOTIABLES:

- Ensure all adults handwriting is clear, child friendly and understood by the pupils.
- Ensure the adults handwriting is in line with our school policy.
- Ensure all marking by adults and pupils uses the agreed pens.
- Marking should be neat and tidy.
- Marking should challenge the pupil when required.
- There should be an equal balance between recognising how the child has moved towards the clear learning objective with opportunities to extend their learning further.
- Marking should be efficient. (Too much detail will lose the message you are trying to give.)
- There should be a balance between the teacher and pupil marking (AfL) as pupils progress through school.

- There should be an indication throughout the piece to what the child is doing well and correct some basic errors: spelling including phonic links and high frequency words (at age related expectations), punctuation, letter formation, handwriting (cursive writing expected from Year 1 Autumn term)
- At the end of the piece there should be a clear positive statement or question or a next step prompt which links to improving the pupils learning.
- Marking should be easy to understand for all ages - use of symbols.

MONITORING ARRANGEMENTS

All members of staff are expected to be familiar with the policy and to apply it consistently. Marking will be monitored and moderated during work scrutiny.

Reviewed Date: November 2021

PRESENTATION

Purpose

- To provide a consistent approach in presentation throughout the school
- For children to take a pride in their work

Key Considerations

- **The majority of work should be completed in books**, as this enables teachers and children to monitor progress more easily
- Worksheets should be named, dated and have the learning objective and/or success criteria clearly identified. They must be cut down and stuck into books in chronological order.
- Books must be labelled with the child's full name, class and subject.
- Targets must be stuck onto the inside front cover and / or visibly presented.
- Neat and legible handwriting is expected, and should be insisted upon, in all pieces of written work.

Guidelines for Setting Out in Books

- Margin down the left hand side ~ ruler width in KS1, two squares or 2 cm in KS2
- Question numbers in the margin
- Date written in full in English and all subjects, and in number form in Maths
- Learning objective should be written under the date for children Level 2 or above
- Miss a line before starting work
- Blue handwriting pens will be introduced in Year 3
- On worksheets/loose papers put full name on top line, right hand side and add date, learning objective and success criteria as done in books
- Miss a line under marking comment, before starting a new piece of work or rule off
- Insist upon one digit in one box in Maths
- Insist on straight lines when drawing
- Miss a line in new paragraph