



Barton, Ravensworth, East Cowton and Kirkby Fleetham CE Schools

Marking and Feedback Policy



March 2021 to be reviewed March 2023

Rational

As a collaboration of schools, we believe that teachers should provide constructive feedback to every child, focussing on success and improvement against learning questions or objectives. Teachers, teaching assistants and children all understand that the best feedback comes during the learning process, so it becomes part of the learning process. The impact of marking and feedback should be evident, through the progress in their books and should help children to become reflective learners and close the gap between current and desired performance. Marking and feedback is integral to teaching and learning cycle and we aim to maximise the effectiveness of its use in practice. In writing this policy we have taken into account research from EEF 2016, and eliminating unnecessary workload around marking March 2016.

Effective marking should

- Be meaningful, manageable and motivational
- Give feedback to pupils and inform them of their achievements and how they can improve next time
- Promote a culture of 'improvement' and a sense of shared endeavour.
- Focus on specific taught items: concepts, skills and knowledge so that feedback encourages development of the learning
- Show work is valued
- Demonstrate appreciation of the child's effort
- Inform future planning
- Evaluate and assess children's learning

Marking procedures

- Verbal feedback should be used effectively while children are learning – addressing misconceptions and moving learning forwards as quickly as possible.
- Teachers should exercise judgement on the amount of written feedback required in the child's book, based on how much effective verbal feedback has been made during the course of the lesson.
- Teacher should exercise judgement to decide on the most appropriate method of feedback based on the task (verbal, peer, self or written)
- When using written marking, teachers will use a green pen to celebrate what has been done well



- Teachers will use a pink pen to pick up on mistakes which should then be responded to in purple pen
- Feedback will be given as soon as is practicably possible after work has been completed
- Feedback should be in relation to the learning question or objective
- Teacher's handwriting will follow the school handwriting policy
- House points or dojos should be used to reward successful pieces of work or effort
- Codes, that the children are familiar with, should be used when marking so the children are clear on what they have done well and what needs addressing
- Children should be given the opportunity to respond to feedback using a purple polishing pen.
- Some children will need their learning extended and this should be shown with an asterisk in pink.
- It may be more appropriate for a TA who has worked with a group to mark their work, rather than the class teacher

We believe that children should have opportunities to assess and review but only if it contributes to the improvement of their work.

Peer and self assessment

Sometimes teachers will ask children to mark their own work. When used effectively against success criteria this can be highly effective and allows the child to take ownership of their own learning. Peer assessment can be valuable in boosting self-esteem and allowing children to learn from the mistakes of others. This should be managed carefully and emphasis given to positive feedback.

Correction procedures

Children should be encouraged to edit their own work before presenting it as complete to the teacher, particularly at key stage 2. Edits and improvements should be made with the purple pen with mistakes crossed out neatly. Rubbers should not be used for corrections.

Spelling corrections

Children should be encouraged to check some of their own spellings, particularly at key stage 2. Where mistakes are still found, staff should select the spellings that they consider to be most important, ensuring that it is not overwhelming to the child. Professional judgement should be used.

CL	Capital letter
FS	Full stop
P	punctuation
Sp/ph	Spelling/phonics
	Finger spaces
G	Guided/supported work
I	Independent work
//	New paragraph
	Look again



	Interesting detail/description
^	Something is missing
?	Please explain this to an adult
	Correct
.	Incorrect, try again
	House point/dojo
	Learning point/next step. Asterisk shows the part of the work that the teacher has identified for improvement or for praise.

Codes used in green denotes something done well/accurately
Codes in pink require the child to respond in purple pen