

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Marking and Feedback Policy

Spring 2023
To be reviewed spring 2026

Marking and Feedback Policy

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement; enabling children to become reflective learners and helping them to close the gap between current and desired performance. It should not be labour intensive for adults marking and be proportionate to the desired outcome and be valuable to pupil progress.

All work should be marked and the marking should be completed before the child's next lesson in that subject. Time must be given in class for children to respond and reflect on marking so that as pupils progress through school this becomes an independent process.

Principles

Marking and feedback should:

- Celebrate pupil achievements;
- be meaningful to children;
- Move children on in their knowledge and understanding;
- relate to learning objectives and success criteria, which need to be shared with children;
- give children opportunities to become aware of and reflect on their learning needs and complete a self-assessment (written and/or non written at the end of each lesson);
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- involve children in the process (whether oral or written), to ensure equity across subjects and abilities;
- inform future planning and individual target setting;
- use consistent codes throughout school;
- ultimately be seen by children as a positive tool to improve their learning;
- involve all adults working with the children in the classroom;
- be completed by the adult(s) who delivered the lesson (ie supply/cover).

Strategies: general guidance

All work should be marked and acknowledged.

Teachers should use a green pen for successes and correct work and a pink highlighter for one aspect that needs improvement ("Think Pink") followed by an explanation of the pink highlighted work if necessary.

Writing should be marked differently between key stages and using the secretarial notes appropriate to their key stage that pupils will be familiarised with at the start of each academic year.

When marking, age appropriate punctuation and all spelling errors should be recognised and correct spelling added (repeated corrections of the same word are not necessary), although plausible attempts at more challenging words should also be recognised and praised (through highlighting). If a spelling is incorrect by only one letter then that can be marked according to the incorrect letter. High frequency

words/ spelling errors (max of 3) that the pupil should be able to spell should be recorded at the end of a piece of work for the child to practice three times.

Closing the gap marking “Think Pink”

When undertaking detailed marking, add an arrow in the margin against examples of where improvement could take place. Closing the gap comments should relate to this arrow.

Closing the gap comments take 3 forms.

- A **reminder** prompt – reminding the children of the learning intention. (e.g. *“Remember you need to use a variety of connectives, such as also, as well as, however etc”*)
- A **scaffold** prompt – providing examples of what they need to do to progress. (e.g. *“Describe the expression on the dog’s face).*
- An **example** prompt – giving exact words, sentences or processes (related to the arrow e.g. *‘You could have added an adverb “He **frantically** ran around in circles looking for the rabbit.” Choose another sentence and add an adverb of your own.’*
- A **next step** prompt that deepens a pupil’s learning

Teachers will ensure that comments are appropriate for the age of the child, and comments should be legible and clear.

Seesaw work should be referenced using a Seesaw sticker in pupil books. Relevant feedback to be provided on Seesaw as and when appropriate.

When marking teachers should use a green pen.

Auditory feedback or verbal feedback to written work may also be given in replacement of written feedback – using Seesaw to record feedback for pupils to listen to and respond to appropriately or discussing a pupil’s learning directly with them. This marking can be accessed through pupil’s Seesaw accounts or indicated using secretarial notes in pupils’ books.

Foundation Stage

As the majority of work in the Foundation Stage is practical / group work, then feedback will be oral and immediate. Appropriate records will be kept by the Teacher or TA to help update pupil profiles.

An annotation will be made on work produced by the children when significant learning has taken place. This will then be used to update the child’s profile. The marking policy for KS1 will be used to mark written work.

Marking for Embedded reading

Comprehension

Children to self-mark with class teacher at the end of a comprehension session using an editing pen. Class teachers are then expected to review comprehension books to ensure work has been marked correctly and provide feedback if necessary.

All other previous marking policy guidelines apply to Comprehension tasks.

SeeSaw

Verbal marking is to take place during one to one readings sessions. Adults should ask questions and guide children verbally when reading AR books. Evidence should be recorded every half term.

Writing

What needs to be marked and when:

- Every cold task for every pupil is to be marked thoroughly against SC for the hot task. Hot task labels to be produced and stuck next to cold task. i.e.

LO: To write an adventure story	
SC: five part story	dialogue
3 for action / description	punctuation
Ing, ed sentence	deide sentence
Vocabulary	emotion words
Outside (inside) sentence	

- Every hot task for every pupil is to be marked thoroughly against SC for the task with hot task label used.
- The class to be split into four mixed ability marking groups. Assuming you complete a cold task on Monday Week 1 and the hot task on Friday Week 2, there remains four days of marking to be done.

Each day, mark thoroughly one group as per writing policy below. Acknowledge mark the other three groups with a tick to say they have been seen.

At the start of the following lesson, produce a flip page looking at common errors made in the group you have marked. The flip page needs to contain: common spelling errors for children to practice; a read and check you have not done... question and an up-level vocabulary / grammar question for children to review. This acts as a whole class think pink. The group that you marked do not need to complete this as you will have given them their own things to review when marking.

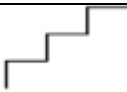
See below for ideas:

Secretarial Notes

Yesterday I noticed...	
Practise these spellings	Improve these word choices
people	walked
Mr	nice
Read and check you did not...	
forget to add adjectives in front of your nouns.	
Check Your Work ✓	

KS1

Whole piece of writing to be marked in this way.

Secretarial note	Meaning	How to use it
CL	Missing capital letter / used incorrectly	Note it above the error
FS	Missing full stop / used incorrectly	Note it above the error
sp	There is a spelling error	Note it next to the error and give the pupil the spelling to practice at end of piece.
	This does not make sense	Underline the sentence / phrase that does not make sense.
→	Take a look at this line.	In the margin of the line you have made a mistake in
	What you need to do next.	At end of piece to inform pupil how to move learning on.

KS2

First two paragraphs of a piece of writing to be marked in this way.

Secretarial note	Meaning	How to use it
CL	Incorrect use of capital letters	Note it above the error
FS	Incorrect use of full stops	Note it above the error
sp	Spelling error	Note it next to the error and give the pupil the spelling to practice at end of piece.

	This does not make sense	Underline the sentence / phrase that does not make sense.
	There is a word missing here	To be used in the space where a word has been omitted
	Up-level this word choice	Note it above where a low- level word choice has been used
	Incorrect use of punctuation	Use next to incorrect use of punctuation
	New paragraph / line needed	Insert where a new paragraph is needed
	Where should there be a new paragraph?	Ask the pupil where they think a new paragraph should be used next to or at the end of their piece
	Next steps	At end of piece to inform pupil how to move learning on.

Read Write Inc marking

Children's self-marking using editing pens.

Hold a sentence – pupils tick correct punctuation and insert missing punctuation.

Pupils tick words spelt correctly and correct words with sounds spelt incorrect (they should write the full correct word above).

Pupils should Insert a missing word using ^ .

Pupils should proof read – ticking each corrected error and correct any missed edits.

Spellings – pupils should tick each correct sound – correct errors

Teachers mark .

All self-marked work needs to be checked / acknowledged by the teacher with a tick to show you agree/praise.

Children to copy out spellings of key High Frequency words which they should know.

All other previous marking policy guidelines apply to RWI.

Marking in Mastery Mathematics

It is important to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs and to encourage pupils to correct them.
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Evidence shows (*Black and William, 1998*) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Evidence-recording

- Suitable summative assessment will enable a teacher to monitor pupils' progress, (see Assessment Policy). Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- It is not a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps.

It is imperative when marking mathematics in a Mastery curriculum that marking is carried out as quickly as possible, in order to ascertain misconceptions and errors which require intervention.

Every effort should be made to mark children's work on the same day, as soon after the lesson as is feasible.

This may - due to time constraints and prior to thorough written marking - simply involve scanning children's books in order to judge their competency and thus initiate relevant intervention the same day or prior to their next mastery lesson. Teacher comment to be completed to acknowledge work completed.

Due to the nature of the mastery curriculum, the next day's work will be a small step on from the previous days. This means that with additional focus from the teacher in the subsequent lesson that errors and misconceptions can be addressed and rectified.

Marking in children's books

- Correct work will be ticked. If the child has demonstrated a thorough competency in the task then the teacher may indicate this either by a positive written comment or by a suitable stamp or sticker.

- Incorrect work (slips) will be identified by a single dot . and/or the pink highlighter
pupils will be given the opportunity to respond to their error.
- If a child receives adult support in the lesson, this should be indicated by the symbol (S).
- When self-marking and for correcting errors, children should work in an alternative coloured pen/pencil. In KS2 children should use their 'Orange editing pens for this task.
- Incorrectly spelt mathematical vocabulary should be identified via the symbol Sp and be corrected. Children may be asked to write the word again three times.
- Child specific targets e.g. working at an increased pace, remembering to date work etc. may be noted to ensure consistently high standards of work is produced.

Wider Curriculum

All children's work should be marked reflecting on the range and strategies used in core subjects where appropriate and following the general guidance.

Secretarial features to support generally across school:

We use the following secretarial features when marking. Mark using green pen.

Correct answer/praise ✓

Incorrect answer •

Supported work S

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Policy adopted by Governing Board

Signed Chair of Governing Board

Date