



# Marking and Feedback Policy

			Comments	
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<b>Reviewed by:</b>	Sarah Barlow	All staff	WALT (what a good one looks like) amended to LO (learning objective)	March 2023
<b>Ratified:</b>				

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# **1. INTRODUCTION**

Marking and feedback is an essential part of the planning, teaching, learning and assessment cycle. It should respond, age and ability appropriately, to the work of the pupils through constructive comments which acknowledge achievements, and be used to provide vital dialogue between the pupil and the adult. It should also facilitate opportunities for pupils to identify and respond to next steps in their learning.

At Woodloes Primary School, we believe that all marking and feedback should be meaningful, manageable and motivating. Effective marking and feedback will motivate the children and adults alike in their pursuit of excellence, and help to develop a child's self-esteem and pride in their work and achievements.

## **2 AIMS AND OBJECTIVES**

Effective marking and feedback should:

- Evaluate and assess children's learning
- Be constructive and diagnostic
- Identify next steps in learning linked to the age and ability of the child
- Identify and address errors and misconceptions
- Provide growing time for children to respond to next steps and the 'think pink' strategy
- Be completed alongside the learner when possible
- Be specific and sensitive towards the needs of the child
- Be accessible by the child
- Inform future planning, teaching and learning
- Develop confidence and self-esteem by acknowledging good learning attitudes

## **3. EQUAL OPPORTUNITIES**

Our marking and feedback procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and ability. Marking and feedback for all children is fair and positive and is used to identify appropriate next steps relevant to the child's stage of development / learning.

## 4. ORGANISATION

At Woodloes Primary School, we recognise that a variety of marking and feedback strategies should be employed to support the learning of all children, whilst being mindful of the work-load of staff. We also believe that any written comments should model the school's adopted handwriting style.

### **Whole School Marking and Feedback Procedures**


The following marking practices are used consistently throughout the school:


- Marking by members of staff is carried out in **green** pen and work marked and/or self-assessment by pupils is carried out in purple gel pen
- Members of staff (and pupils when self-marking) mark to the learning objective (LO)
- The 'Think pink' strategy (identifying sections of work, individual words, letters or digits) is used to identify areas where improvements can be made (e.g. linked to spellings, grammar, punctuation or letter or digit formation). Pupils respond and edit these pink highlighted letters, words or sections in purple gel pen
- Year group specific marking symbols, which have been agreed by staff, are shared with the pupils, displayed in their books and used consistently

### **Types of Feedback and Marking**

**Verbal Feedback:** Staff at Woodloes Primary School recognise the importance of pupils receiving regular oral feedback which maybe given to individuals, groups or as a whole class. Discussion and questioning will enable members of staff to identify pupils who have met their learning objective (LO), as well as clarifying learning and addressing any misconceptions. We understand the value of pupils in all year groups receiving verbal feedback, but with a particular focus on pupils in the EYFS and any pupils unable to access written comments.

**Light Marking:** The expectation is that all written work should be acknowledged linked to the achievement of the learning objective which is written as an LO. A ✓ should be written next to the LO when it is partially achieved and ✓✓ when it is fully achieved. At the end of pieces of work, pupils should also have the opportunity to self-assess their learning linked to the LO following the key below:

 I have fully understood and achieved the LO

 I have partially understood and achieved the LO

 I have not understood or achieved the LO

**Developmental marking:** In addition to acknowledging the LO, where more incisive marking and feedback is required, there may be a comment linked to attainment or progress followed by a relevant skills-based next step to help the child move their learning forward.

**Self and Peer Marking:** At times, linked to the age and ability of the child, pupils may be given the opportunity to self-mark, correct and edit their own work (in purple gel pen), linked to the LO (see light marking), in response to the WAGOLL (What A Good One Looks Like) or to mark answers (for example linked to reading comprehensions or calculations). Peer marking may also be undertaken relative to the success criteria (the WAGOLL).

**Next Steps Marking and Feedback:** Next steps should be used to clear up misconceptions and/or to further learning. They should be used to: remind, extend, support or practise. If any next steps are given, either by the member of staff or by pupils when self-marking and assessing work, growing time should be provided to allow the child to respond to them. When appropriate, intervention (post-teach), or prior learning activities may also be provided to give the child additional practise of the key skill.

### **Who is Involved with the Marking and Feedback?**

- The teacher is responsible for overseeing marking that takes place within the class
- Age appropriately, children may mark their own work under the guidance of an adult
- Another child may be involved in marking (peer assessment)
- When working with individuals or groups of children, teaching assistants may be asked to mark the work, and provide feedback to the class teacher as appropriate
- Other members of staff delivering lessons to the class (E.g. supply teachers or members of staff covering PPA provision) should mark work completed during their sessions as requested by the class teacher

## 5 SUBJECT SPECIFIC MARKING

### English

**GPS:** All stated in the light marking section, the LO should be acknowledged linked to the individual's achievement of this (by a single or double tick) and self-assessed by the pupils at the end of the piece of work (by a face emoji). The 'Think pink' strategy should be used to identify mis-spelt words or mis-formed letters, which the pupil should have growing time to respond to in purple gel pen. There may also be the inclusion of next steps and pupil and peer marking.

### **Guided Reading:**

#### **In Key Stage 1** (Following the Bug Club Guided Scheme)

As stated in the light marking section, the LO should be acknowledged linked to the individual's achievement of this (by a single or double tick). The 'Think pink' strategy should be used to identify mis-spelt words or mis-formed letters, which the pupil should have growing time to respond to in purple gel pen.


#### **In Key Stage 2:** (Following the Bug Club Comprehension Scheme)

All activities within the booklet will be dated (long hand date). There will be a weekly feedback comment from the teacher and the 'Think pink' strategy should be used to identify mis-spelt words, missing punctuation or mis-formed letters, which the pupil should have growing time to respond to in purple gel pen.

**Writing:** Within the marking and feedback of written pieces of work, there will be a variety of types of marking and feedback employed which will be dependent on the given task. The expectation is that all pieces of work should have an acknowledged LO and be self-assessed by the child at the end, but that extended writing activities should include developmental marking. The 'Think pink' strategy should also be used as required to identify non-negotiable mis-spelt words or mis-formed letters, which the pupil should respond to in purple gel pen during growing time. The member of staff might also identify sections of work for the pupil to edit or redraft.

### Maths

Within the marking and feedback of pieces of maths work, there will be a variety of types of marking and feedback employed which will be dependent on the given task. The expectation is that all pieces of work should have an acknowledged of the LO and be self-assessed by the child

at the end of it (as indicated in the light marking section). In addition to this, in key Stage 2, a F, R and PS should be written by the LO (to indicate fluency, reasoning and problem solving) and each of these sections should be acknowledged by a ✓ or ✓✓ before an overall judgement is made of the LO. The 'Think pink' strategy should also be used as required to identify mis-formed digits or mis-spelt key mathematical vocabulary, which the pupil should respond to in purple gel pen during growing time. There should also be evidence of next steps being used to clarify misconceptions and/or further learning as required. Linked to the marking key, a ✓ should be used to indicate correct answers, and a  to indicate corrected answers.

### **Foundation Subjects**

We acknowledge that some subjects are difficult to mark due to their practical nature, so verbal feedback will be used to provide feedback in these cases. Where a written piece of work has an LO, the expectation is that there will be an acknowledged of this, and that the piece of work will be self-assessed by the child at the end of it (as indicated in the light marking section). The 'Think pink' strategy should also be used as required to identify mis-formed digits or letters and non-negotiable spellings, which the pupil should respond to in purple gel pen during growing time. As appropriate, next steps may be used to clarify misconceptions and/or further learning.

## **6 MARKING AND FEEDBACK IN THE EYFS**

Marking and feedback in the EYFS will be in response to observations of the children's learning, and appropriate to the age and ability of the pupil.

Appropriate types of marking and feedback will include:

- Regular praise and encouragement
- Verbal feedback
- Adults talking to individuals, groups or the whole class about their achievements and how to develop their skills further
- Annotation of photographic evidence
- Written observations
- Images, e.g. smiley faces, linked to attainment or progress
- The use of the 'Think pink' strategy to identify mis-formed digits, letters or spellings which the child should, age and ability appropriately, respond to during growing time

## **7 RESPONSIBILITIES**

**The Headteacher, Senior Leadership Team (SLT), Senior Management Team (SMT) and Subject Leaders will:**

- Monitor marking and feedback through deep dives, work trawls and pupil discussions
- Support staff when providing feedback as required in order to raise standards
- Ensure that marking and feedback is manageable for staff
- Involve all adults working within the school environment in implementing this policy

**Staff will ensure that marking and feedback:**

- Follows the agreed year group marking codes
- Is manageable and meaningful
- Is responsive to individual learning needs
- Is used to support and further the learning of the child, e.g. by the inclusion of next steps to clear up any misconceptions and/or further learning
- Provides recognition and appropriate praise for achievement
- Includes opportunities for growing time for pupils to read, reflect and respond to marking and feedback comments and/or next steps
- Is used to inform future planning and target setting

**Parents/Carers will:**

- Have access to the Marking and Feedback Policy on the website
- Be encouraged to understand how marking and improvement can be used as a tool for learning and improvement

## **8. MONITORING AND EVALUATION**

The marking and feedback given to pupils, both in a written and verbal format, is regularly monitored by the SLT, SMT and subject leaders, through deep dives, work trawls and pupil interviews, with written and verbal feedback given to members of staff as required. This provides opportunities for the highlighting and sharing of good practice, as well as the identification of areas for development.



## **9. FUTURE DEVELOPMENTS**

The Marking and Feedback Policy will be reviewed every three years.



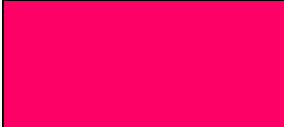




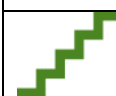

## **10. APPENDICES**

Appendix 1: Marking Symbols for EYFS and Key Stage 1











Appendix 2: Marking Symbols for Year 3 and 4 (Maths, English and General Marking Key)







Appendix 3: Marking Symbols for Year 5 and 6 (Maths, English and General Marking Key)

## Appendix 1:

EYFS & KS1 Marking Key	
Symbol or colour	What it means
	Self-assessment
	Evidence against the learning objective (LO) or WAGOLL
	'Think pink' - correction/improvement needed by the pupil in purple gel pen.
Purple pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
	Correct answer
.	Wrong answer
	Corrected answer
 (by LO)	Focus for the lesson is fully understood
 (by LO)	Focus for the lesson is partly understood
	Next step in learning
T	Target achieved
I	Independent work
S	Supported work
P	Paired work
G	Group work
CH	Challenge activity
R	Revisit of LO in another lesson
D	Discussed/verbal feedback given to pupil
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.
CL .	Capital letter/ full stop required
FS	Finger spacing required











## Appendix 2:






Year 3 and 4 Maths Marking Key	
Symbol or colour	What it means
	Maths sentence starters
	Key vocabulary
	'Think pink', check and edit in purple gel pen
Purple pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
	Correct answer
	Wrong answer
	Corrected answer
 (by LO)	Maths focus for the lesson is fully understood
 (by LO)	Maths focus for the lesson is partly understood
T	Target achieved
I	Independent work
S	Supported work
F	Fluency
R	Reasoning
PS	Problem solving
	Next step in learning
D	Discussed
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.





Year 3 and 4 English Marking Key	
	
Symbol or colour	What it means
Purple pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
✓✓ (by LO)	Writing focus content for the lesson is fully understood
✓ (by LO)	Writing focus content is partly understood
T	Target achieved
	Next step in learning
D	Discussed
I	Independent work
S	Supported work
P	Partner work
G	Group work
sp	Spelling error to correct
CL	Capital letter
FA	Fronted adverbial
//	New paragraph
NSNL	New speaker, new line
	'Think pink', check and edit in purple gel pen
	Good for green, good work
	Word of the week
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.



### Appendix 3:

Year 5 and 6 Maths Marking Key	
Symbol or colour	What it means
	Key vocabulary
	Maths sentence starters
	'Think pink', check and edit in purple gel pen
Gel pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
	Correct answer
	Wrong answer
	Corrected answer
 (by LO)	Maths focus for the lesson is fully understood
 (by LO)	Maths focus for the lesson is partly understood
T	Target achieved
F	Fluency
R	Reasoning
PS	Problem solving
	Next step in learning
D	Discussed
G	Group work
S	Supported
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.

Year 5 and 6 English Marking Key	
	
Symbol or colour	What it means
	Word of the week
	'Think pink', check and edit in purple gel pen
Gel pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
✓✓ (by LO)	Writing focus content for the lesson is fully understood
✓ (by LO)	Writing focus content is partly understood
T	Target achieved
	Next step in learning
D	Discussed
G	Group work
S	Supported
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.

Year 5 and 6 General Marking Key	
Symbol or colour	What it means
	Word of the week
	'Think pink', check and edit in purple gel pen
Gel pen writing	Pupil edited or marked work
Green pen marking	Teacher or TA marked work
LO	Learning objective
WAGOLL	What a good one looks like
✓✓ (by LO)	Content of the lesson is fully understood
✓ (by LO)	Content of the lesson is partly understood
T	Target achieved
	Next step in learning
D	Discussed
G	Group work
S	Supported
	Pupil self-assessment: I have fully achieved/partially achieved or not achieved the LO.