



Keep your roots deep in Jesus Christ the Lord, build your lives on him  
and always be thankful. *Colossians 2:7*

**Compassion Friendship Respect Forgiveness Trust Thankfulness**

## **Marking and Feedback Policy** **(September 2022)**

### **INTRODUCTION**

The following document provides an outline of how, why and when, we at Inskip St. Peter's Primary School manage the marking of children's work. The philosophy that lies behind our marking practice is to encourage and reassure children of the value and purpose of their work and to ensure that children's learning outcomes are maximised. We value the importance of understanding where learners are in their learning, where they need to go and how we can best help them get there. We also recognise that marking should occur in such a way that we are mindful of children's self esteem.

### **AIMS**

#### **For children**

- To inform children of their progress and motivate them to improve performance
- To identify the criteria by which their progress can be measured
- To develop their ability to accept criticism and praise in order to reflect more effectively on what they have learned
- To equip them with the skills of constructive self-criticism, so they can become more effective independent learners

#### **For teachers**

- To inform children of their progress and motivate them to improve performance
- Informs teachers of the progress children are making
- Enables children's individual learning needs to be identified and addressed through planning
- Enables teachers to evaluate the impact of their teaching on children's knowledge, understanding and skills
- To be manageable for all staff
- Promotes reflective practitioners and ensures marking informs future planning
- Enters into a dialogue with children, to engage effective learning
- Enables reinforcement of expectations and children's sense of purpose

## PRINCIPLES OF EFFECTIVE MARKING

### Marking and next-step feedback

- Is based on clear learning objectives and differentiated success criteria, which are displayed for each lesson in 'child speak'
- Provides opportunity for both verbal and written feedback, which children are able to understand
- Is focused and appropriate for the needs and abilities of the children
- Enables children to understand when success has occurred and also provides them with opportunities to act on the feedback they receive, in order to improve their work and 'close the gap'
- Provides opportunities for children to self-assess their work, against the differentiated success criteria, through a range of strategies
- Encourages and develops skills of peer assessment as 'response partners,' where children check their partner's work against the differentiated success criteria
- Takes account of peer and self-assessment, when learning is also marked by teachers
- Is used to inform future teaching plans, which may be adjusted as a result
- Allows teachers to gain an overview of achievement and understand any misconceptions that may have arisen.
- Is a part of daily classroom practice where children are given specific time to read, reflect and respond to marking

### 'Closing the Gap' through written comments

We aim to help children 'close the gap' in their learning by:

- Writing comments beside their work, which are related to the learning objectives and success criteria, where children from Year 1 upwards can independently read. Or some children's comments may be written in their presence to ensure understanding
- Carrying out focused marking during guided group time, as appropriate, to promote learning outcomes

### Inskip St Peter's C.E. Primary School Marking Practice

#### Whole School

- All work is acknowledged by the teacher or teaching assistant
- Where verbal feedback in response to a piece of work has been provided, the letters **vf** are written
- Green pen is used for marking and to provide constructive feedback, '**green for growth**'
- A **green dot** indicates where follow up corrective work is required
- When work has been corrected this is acknowledged with a **C**
- Children edit their work with a **coloured pen**
- The same marking criteria are used for all written work, whether in Literacy or not.
- Where appropriate the objective of the lesson at the top of the page will be indicated by the **letters LO and an arrow** indicating whether the learning objective

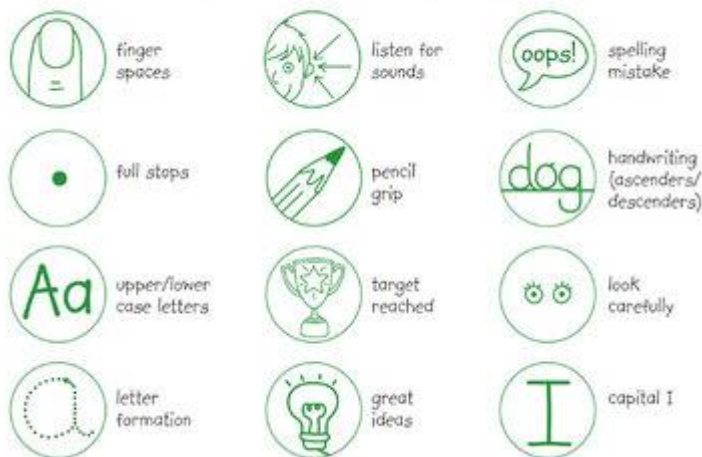
was met (arrow pointing right), exceeded (arrow pointing up) or not yet met (arrow pointing down)

- **Constructive and meaningful prompts** are used to extend or reflect on learning
- **SW** is used for supported work at the discretion of the teacher
- **I** may be used for independent work
- An **individual target** may be given on the next page in green

### EYFS and Key Stage 1

- Pink pen is used for correct work, **'tickled pink'**
- Green pen is used for incorrect work **'green for growth'**
- Written work is marked using target stamps to indicate constructive prompts

#### Target Stamps for Key Stage 1



- **Pink squiggly underlines** are used to indicate positive features of writing or where targets have been met
- As writing length increases during Year 2, features of **Key Stage 2 marking** are introduced

### Key Stage 2

- The teacher indicates above extended writing, aspects they should know using the code

**'s'** for spelling  
**'p'** for punctuation  
**'g'** for grammar

the pupil then corrects their mistake accordingly

- **Pink pen** is used to indicate positive features of writing or where targets have been met

### MONITORING OF THIS POLICY

The Head Teacher and Subject Leaders are responsible for monitoring the effectiveness and consistency of this policy and will regularly scrutinise work/books, as part of the monitoring

cycle, to ensure that marking and feedback are regularly and effectively carried out. Findings, written as a summary report by the subject Coordinators, are submitted to the Head Teacher and communicated to staff and governors.

### **REVIEW OF POLICY**

The school's Marking and Feedback Policy is consistently applied throughout the school and is reviewed at intervals to ensure that it reflects current practice and is understood by all staff, including new members of staff.