



Marking & Feedback Policy

Key Document Details

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Marking Guidance: Responding to Children's Work

Through marking and feedback, staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims:

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.
- To assist with the pace of progress the children make in lessons.

Objectives:

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

ALL staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with a teacher as part of a guided session:

- Pink pen is used by the teacher to draw one dot at the point in which teacher intervention took place on the child's work – this indicates that the child has worked with a teacher and has received instant and integrated feedback during the lesson (this does not mean that the child cannot continue to work independently).
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a pink pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Pink pen is used by the adult to initial pupil's work at the bottom on completion.

When a child works with a teaching assistant as part of a guided session:

- Blue pen is used by the teaching assistant to draw one dot at the point in which teacher intervention took place on the child's work – this indicates that the child has worked with a teaching assistant and has received instant and integrated feedback during the lesson (this does not mean that the child cannot continue to work independently).
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a blue pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Blue pen is used by the adult to initial pupil's work at the bottom on completion.

When a child works independently of any adult intervention:

Purple pen is used by the child/teacher to draw one dot at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).

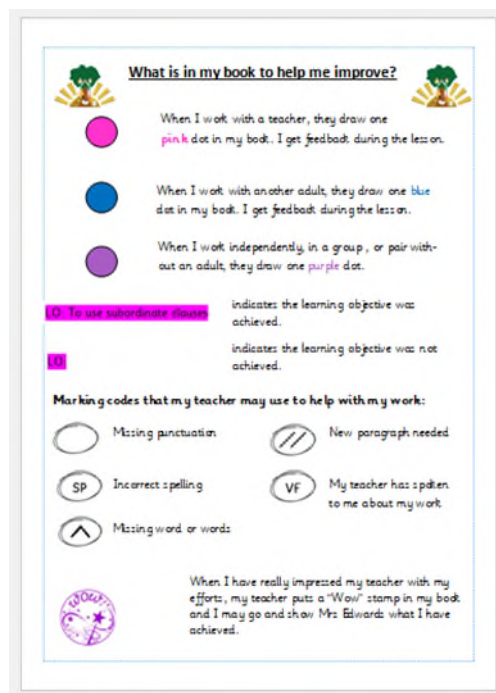
- All children's work is checked by the class teacher and marked in line with this policy.
- Where the pupil outcome is 'as expected' and the child has reached his/her LO, the LO is highlighted in pink at the top of the child's work.
- When the pupil outcome is 'not as expected' and the child has not reached his/her LO, the child's work is still valued and the LO is partly highlighted to indicate this and the teacher will make a note of their planned next steps. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail, the distance marking sheet is to be used by teachers as an aide memoir.
- When a child has exceeded expectations, teachers will use the 'Wow stamp' (used rarely to maintain a high-status reward) to indicate to the child that they are impressed with their achievements and this will be followed up by sharing this fantastic work with the Deputy Headteacher or Headteacher who will reward the child with a golden sticker and positive note home.
- In maths, if a child achieves the 'Deepen it' part of the lesson, deepen it will be highlighted in blue by the class teacher to indicate that a deeper level of understanding has been achieved by the child.

Marking codes used to support children in up-levelling their own writing

The following marking codes will be used to support children to up-level their own writing in Year 1 (in terms 5 and 6) – Year 6:

Code	Definition
	Missing punctuation is identified in the page margin (e.g. full stop, comma, etc). Child should find incorrect punctuation and correct it using purple pen.
	Incorrect year group key spellings are identified in the page margin (KS1 to underline spelling in addition). Child should correct incorrect spelling using purple pen.
	Identifies a missing word or phrase which will be identified in the page margin. Child should correct using purple pen.
	New paragraph needed (Y2-6) is identified in the page margin. Child should find where new paragraph should start using their purple pen.
	Verbal feedback has been given to the child regarding their work. This will be identified in the top right corner of the child's piece of work.

Every child will have a copy of the marking policy that is accessible to them in the front of their books that they can refer to:



When a child needs extra support or an intervention:

- If an adult has to work 1:1 or in a small group with pupils after the lesson has finished to ensure he/she reaches his/her learning objective, a 'AD' symbol in a circle will be used to signify that the child has had adult directed support.

Strong Foundations for Spelling: Spelling Feedback, Editing and Pupil Independence.

At Shaw C of E Primary School, teachers use professional judgement to identify a small number of focus words for spelling checks, that are most relevant to the learning within a lesson. This is for learning in both Core and Foundation subjects and may include:

- Commonly misspelt words
- Curriculum-specific vocabulary
- Vocabulary explicitly taught within the lesson
- Individual pupil spelling targets

Teachers guide pupils with using a purple editing pen to review the identified spellings and make corrections independently. Where appropriate, pupils will tick above each letter within the focus word, identifying any errors with a dot, before then correcting any errors. This encourages careful proofreading, reinforces spelling patterns and develops pupils' editing skills. Teachers will not correct every spelling error. Instead, feedback focuses on selected words that will have the greatest impact on pupils' spelling development and curriculum learning.

Additional Provision for Pupils with SEND

Spelling feedback for pupils with SEND will be adapted to meet individual needs. Teachers will select achievable and meaningful spelling targets and may provide appropriate support, including verbal rehearsal, visual prompts, word banks, phonics-based strategies or adult guidance. The editing process may be adapted to enable pupils to engage successfully and develop increasing independence.

Developing Independence

Pupils are encouraged to take responsibility for improving their own work. Through regular editing and proofreading, they develop confidence, resilience and independence as writers. Teachers will encourage pupils to draw upon their phonics knowledge and Little Wandle terminology when editing their work, including their understanding of phonemes, graphemes, digraphs, trigraphs, split digraphs and common exception words. This consistent approach supports progression from Reception to Year 6, helping pupils apply previously taught phonics knowledge within their writing across the curriculum whilst building strong foundations for developing spelling knowledge and skills.

Rationale

This approach provides focused, manageable and effective spelling feedback. By identifying a small number of key spellings rather than correcting every error, teachers can provide timely feedback that supports learning while promoting pupil independence. Research from the Education Endowment Foundation (EEF) highlights the importance of targeted feedback, explicit teaching and opportunities for pupils to apply and practise new learning.

References

Education Endowment Foundation (2021), *Teacher Feedback to Improve Pupil Learning*.
Education Endowment Foundation (2021), *Improving Literacy in Key Stage 2*.

Appendix (iii) Minor Corrections

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc. Page 3 of 4 Page 4 of 4
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc. Simple rule of thumb: A child should see a minor correction and think, "Oh yes, I missed that" rather than, "Oh, I didn't know that"

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the gold stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed.