



St Mary and All Saints CE Primary School



Marking and Feedback Policy

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It is expected that where possible, and taking account of age and stage of pupil, marking is combined with verbal feedback. Marking consists of a consistent use of codes and comments celebrating the success and giving guidance for next steps in learning. All feedback and marking comments will focus on the learning intention and the success criteria of the lesson and on any non-negotiable set or expected. For example, aspects of the previous year groups learning of high frequency of key words, spelling patterns, punctuation expectations and maths strategies. Written feedback must always be appropriate to the age and understanding of learners and written neatly in cursive script.

In all year groups codes are used to make marking accessible for the children. Codes can be used by the children to peer assess and self-mark. Children use their purple pens for this purpose. Self-marking and peer assessment, including verbal comments should be encouraged during whole class and group sessions.

It is expected that all work, including homework, is read and marked in black pen, referring to the learning intentions for the lesson. Where possible children should be asked to respond to the comments staff make in a subsequent lesson. In reading, writing and maths children’s written work should be marked daily before the next lesson so that misconceptions that be identified promptly. It is expected that written work in the core subjects would be quality marked at least three times per week, possibly more if the stage of the medium-term plan necessitates monitoring.

Codes are used and understood by the children and staff:






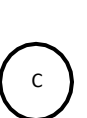
	Finger spaces required	Sp	Spelling
CL	Capital letter(s)	FS	Full stop(s)
^	Missing word	//	New paragraph
 	Next step		

Codes are used by staff to annotate learning:

VF	Verbal feedback given	I	Independent work
AD	Adult directed task (Mainly in EYFS)	CI	Child Initiated (Mainly in EYFS)

Marking codes for SEND children:

As SEND children are supported in a variety of ways, it is important to indicate the degree of support provided (in each task) so that progress can be determined over time. An ‘S’ for support may not be sufficient for SEND children.

-  Self-Scaffolding: the highest level of pupil independence. TAs/Teachers observe, giving pupils time for processing and thinking.
-  Prompting: TAs/Teachers provide prompts when children are unable to Self-Scaffold. Prompts encourage children to draw on their own knowledge, but refrain from specifying a strategy.
-  Modelling: Prompts and clues can be ineffective when children encounter a task that requires a new skill or strategy. TAs/Teachers, as confident and competent experts, can model while children actively watch and listen.
-  Correcting: Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do

An example of the marking and feedback policy in action

Friday 7th of May 2021.

LISTEN write a narrative from a different viewpoint

It had happened ^{SP} again. ~~It~~ It was a moment not right and we had

bars in the town for ~~it~~ ^{the} days. Tipping 4% up behind us, I saw a

mistakes ^{SP} sign in the ally. ^{FS} it away is the ally ^{where} my ally were going ^{SP}

criminals show up it away was the ally. it ^{all away's} will be the ally.

10.05.21 ^{CL} my time was riding ^{SP} my time was up. I said to the mistakes ^{SP} sign ^{SP} of
punctuation gave plant them I will let go ^{SP} the mistakes sign said ^{SP} ok I will

^{Punctuation} plant them. I heard my grip. The girl snatched ^{Viewpoint} the bag out of my
hand. Before I could ^{SP} even give it to her, I disappeared ^{SP} in to the

shadows ^{SP} but still ^{SP} reached ^{SP} over the girl. // The next day I

saw the ^{Tense} first ^{Tense} nest waking up. the little ^{Tense} ~~little~~ she ^{Tense} open up the
^{Viewpoint} sake and saw across ^{SP}. The girl sent to plant them and plant and plant

and plant

Some great word choice and you have included varied sentence openers from our skills.

^{SP} Edit your writing to keep the viewpoint consistent from the bag.

^{SP} Figure really could