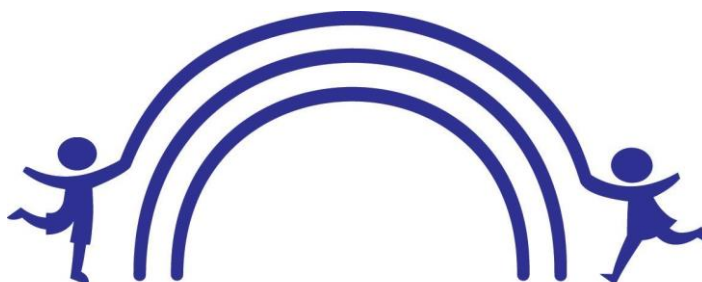


# The Lanes Primary School Policy



**The Lanes**  
PRIMARY SCHOOL

## Feedback and Marking Policy

<b>Last reviewed</b>	<b>October 23</b>
<b>Review Cycle</b>	<b>2 Years</b>

## **Feedback and Marking Policy**

### **Rationale**

The Lanes Primary School understands that timely and high quality feedback plays a fundamental role in ensuring pupils make good progress, and it is therefore crucial to raising standards. The marking of children's work offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We recognise that marking is only effective when it is shared with the children and they are given time to reflect on it and make improvements. We encourage children to be actively involved in the process through making some analysis of their own work and being a critical friend to others.

### **Learning Objectives and Success Criteria**

Staff ensure that children fully understand what they are learning for each lesson. This may be by sharing and discussing the learning objectives or by some other means. Staff in every year group use success criteria and these are shared in an age appropriate way (eg orally, using symbols, lists etc) during the lesson.

### **General**

All marking is done with a green pen. Staff model conventions of handwriting and presentational devices (eg writing from left to right, printing in Year R/Year 1 and joining from Year 2). As a guide, marking should be recorded in around one in two sessions. The other session could show a tick or praise eg 'well done.'

Marking records oral feedback given or is done retrospectively and then shared with the child. This will normally include a success (double tick) and a target/something to check (arrow). Staff ensure any areas to improve follow a clear progression and are achievable. Staff ensure children have time to respond to their marking and then use a double tick to recognise when they have done this. We expect children to take care in their work and poor presentation is highlighted with a symbol (P). They will either be asked to do it again or it will be followed up in the next piece of work.

Challenge is highlighted by using the word 'challenge' or a lightning symbol. Over time, children will be taught to use these symbols to highlight where an area of work they felt was a challenge to them.

To make marking more time efficient and accessible to the children, we use a range of symbols to represent some writing and maths targets (Appendix A). Symbols are also used to indicate whether work has been completed independently or with some/total support. Where no symbol is used the assumption is that it has been completed independently. Where support is given the nature of this is included to aid assessment.

### **Writing**

Areas for improvement/targets are usually highlighted beneath the child's work, at the bottom of the page or in the margin. To support the child in achieving targets, staff may do one of the following:

- Asking the child to make revisions to their work
- Writing a target on the next page
- Asking a child to practise a skill
- Providing resources to support them going forward.

Staff may work with a child to correct/edit their writing so that, over time, they learn to do it independently but may not proof read for them. In addition staff may highlight a small number of spellings and/or handwriting issues to be practised or corrected.

There is an expectation that all children will edit/redraft their writing in an age appropriate way. Where they have done this independently they use a black pen or pencil but if it is following feedback they use a purple pen.

See Appendix B for detailed marking and editing guidance for each year group.

### **Maths**

Marking in maths will usually request mistakes be corrected using a dot or 'ch' symbol, but never a cross. These are usually highlighted beside the appropriate calculation/problem. Where a child frequently makes the same mistake this may be highlighted as a target and staff may then do one of the following:

- Work individually with that child
- Provide resources to support them going forward
- Ask them to practise that skill

The symbols TS/SS/I are used to highlight how much support a child has had. They are either written beside specific calculations or at the bottom of the page. When SS is used, the marker records what that specific support was. Staff may scaffold a child through a problem by working with them using a green pen, encouraging them to do the mathematical thinking as much as possible. If no symbol is used, the assumption is that the work was completed independently.

Challenge may be identified using the challenge star beside an extension problem or a comment/question to further learning.

Incorrect number formation is highlighted and children are expected to make corrections or practise at the bottom.

Children will begin to check their own maths work in Key Stage One and develop this skill through lower Key Stage Two. They will be expected to do this independently by the end of Year 5. Where the children have marked their own problems, the teacher should still review the work to identify any areas of difficulty, misconceptions or where challenge is needed. They will also need to periodically check the accuracy of the children's marking.








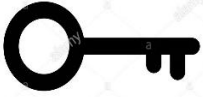


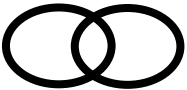
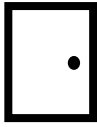


### **Foundation Subjects**

The learning objective/success criteria is stuck or written in the topic book and a tick is used to show whether it has been achieved. There may also be specific comments written where feedback has been given to help the child achieve the objective. Staff have high expectations for presentation and care (including spelling and handwriting) and these may also be marked.

### **Self/Peer Assessment**

In Reception and Key Stage One the children are introduced to the learning line to support their Self Assessment. In Key Stage Two they record this independently in their books. In addition children use success criteria and/or the marking symbols to assess their own work. Peer assessment is used from Year 1 onwards to support editing, making corrections and identifying areas of success/next steps.

Appendix A

 <p>Correct/well done</p>	 <p>Target</p>	<p>Ch ●</p> <p>Check</p>	<p>P</p> <p>Presentation</p>
<p>I</p> <p>Independent</p>	<p>SS</p> <p>Some Support</p>	<p>TS</p> <p>Total Support</p>	 <p>Challenge</p>
<p>A.</p> <p>Capital Letters/Full Stops</p>	<p>b/d</p> <p>Check bs and ds</p>	<p>m</p> <p>Letter Formation (draw specific letter)</p>	 <p>Extra Capital Letters</p>
 <p>Finger Spaces</p>	 <p>Read it Back/Sense KS1</p>	<p>Sense?</p> <p>Read it back/Sense KS2</p>	<p>?</p> <p>Punctuation (be specific)</p>
 <p>Use Phonics</p>	 <p>Key Words</p>	<p>sp</p> <p>Check Spelling</p>	 <p>Edit</p>
 <p>Description</p>	<p>adverbs</p> <p>Adverbs/adjectives etc</p>	 <p>Conjunctions</p>	 <p>Sentence Openers</p>
 <p>Speed up/Slow down</p>	 <p>I can do it!</p>	<p>and</p> <p>Too Many Ands</p>	<p>p//</p> <p>Paragraphs</p>
<p>tense</p> <p>Check tense</p>	<p>2</p> <p>Number Formation (Be specific)</p>		