



Tregoze
• Primary School •
Inspire • Motivate • Challenge

Tregoze Marking and Feedback Policy

Status and review cycle: Legally Required

Bi-Annual review required

Reviewed: LBG

Ratified by governors on: July 2023

Next review date: July 2025

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching and learning.

The audience for the marking is the children.

In the moment marking

This is when teachers work the room identifying how children are coping with their learning and giving feedback on their work through the use of annotations and verbal feedback. This is encouraged to enable the children to progress with their learning.

Verbal feedback

This is feedback that is given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant - sometimes marking is not necessary.

Marking Guidelines

- We have agreed that teachers will mark the work in green ink
- Children will edit and mark their work using a blue pen.
- In reception, the teacher or teaching assistant will write the degree of support that the child has had, e.g. I for independent, TA for teaching assistant support and T for teacher support. A V for verbal feedback will also be recorded.
- In KS1, the teacher or teaching assistant will write the degree of support that the child has had next to the learning intention sticker - I for independent or their initial and the number of children in the group (e.g. AD 1:4 or AD 1:1.)
- Teaching Assistants will identify when they have given support to a child (TA/S will be written beside the date)
- In KS2, teachers will identify when they have given support to a child (T/S will be written beside the date)
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher. In years 1 and 2 children should practice common exception words and number formation when working towards ARE.
- Verbal feedback will be identified as a V in the book and the area that the teacher supported will be written beside it (e.g. sentence openers)
- Teachers will provide children with longer, more detailed feedback on end of unit pieces of writing.

Marking Annotations KS1

A	Achieved	When LI is achieved and examples shown in work
*	Asterisk	When LI is not achieved
✓	Tick	Correct
•	dot	Incorrect / think again
V	Capital V	Verbal feedback including focus
~	squiggle	Re-read and check your work
○	Circle	Missing or incorrect capital letter and punctuation
^	Witches Hat	Missing words
_____	Line	Underline incorrect spelling of common exception words

Marking Annotations KS2

A	Capital A in Green pen	When LI is achieved and examples shown in work
*	Asterisk	When LI is not achieved
✓	Tick	Correct
•	Dot	Incorrect / think again
^	Witches hat	Missing word
V	Capital V	Verbal feedback including focus
Sp	Sp x	Incorrect spelling on line for years 3 and 4 and within paragraph for years 5 and 6
G	G x	Grammar mistake on line for years 3 and 4 and within paragraph for years 5 and 6
P	P x	Punctuation mistake on line for years 3 and 4 and within paragraph for years 5 and 6
~	Squiggle	Re-read and check your work
o/ _____	Circle/underline	Incorrect spelling, grammar and punctuation for SEN children
//	New Paragraph	Missed paragraph

Self-Assessment

Sometimes children will mark their own work. Children are encouraged to self-assess their learning. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion.

Peer feedback

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments.

Assessment and data

Marking can be used to contribute towards summative assessment and accountability data however teachers should remember that the audience for the marking is the child.

REVIEW AND EVALUATION OF THE POLICY

This policy was drawn up by the English coordinator, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English coordinator, on behalf of the Head teacher and Governors.

Signed *Ggreen* English Coordinator

Signed *HTudor* Head teacher

Date July 2023

