

USWORTH COLLIERY
PRIMARY SCHOOL

Marking & Feedback Policy

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Chair of Governors: Alison Logan

RATIONALE

At Usworth Colliery Primary School we will provide consistency in quality of marking and feedback throughout the school. Marking and feedback are used as an integral part of daily teaching to support pupils' learning.

There are three main purposes to marking and feedback for pupils:

1. To understand what has been done well
2. To understand how to improve
3. To make visible signs of improvement as a result of feedback

Marking and Feedback also

- aids assessment and matches quality of work against standards and expectations
- shows the pupils and parents/carers that work is valued
- recognises, encourages and rewards pupils' achievement, and celebrates their success
- provides dialogue between teacher and pupil at the point of learning to enable the learner to make progress
- enables pupils to have the necessary confidence and skills to be able to review their own work against learning objectives or success criteria
- enables pupils to correct or improve a piece of work against a success criteria

Workload

This marking policy aims to deliver these clear objectives without causing unnecessary workload for teachers. Marking is most effective when delivered verbally and at the point of learning. Teachers are discouraged from marking after the lesson, outside school hours or to spend time annotating work or writing time consuming notations that do not have the impact of verbal timely feedback.

METHODOLOGY

Although all marking across school follows the same rationale, it will look different in different subjects and for different children. However, in all cases, work is marked against the learning objective, will address basic skills and will enable the child to make improvements at the point of learning or in future work.

Without visible signs of progress emerging from marking and feedback, there is no evidence of effectiveness. Therefore, teachers and assistants must therefore ensure time is allocated to act upon teacher guidance and feedback so that pupils have the opportunity to improve their knowledge, skills and understanding on a regular basis.

Marking against the Learning Objective

Teachers regularly feedback on how well pupils have achieved the learning objective by indicating with two ticks against the title (learning objective) when an objective has been successfully met and one tick where it is partially met. Where the learning objectives have not been met this is indicated with a . which identifies this child as needing further support (which could be in the form of immediate intervention or adaptations to future lessons.) However, for this system to be successful, learning objectives must be specific and achievable.

Teachers mark all work using black pen and pupils self or peer mark in green pen. However reasonable adjustments may be made for SEND pupils accessing the resourced provision, who may benefit from coloured pen marking.

MARKING IN ENGLISH

Marking a cold piece

A cold piece will always have a context so the pupils understand the purpose of their writing. Cold pieces are marked using a pre-determined marking ladder based on the objectives that need to be taught within the genre (see long term plan).

The marking ladder is given to the pupils once they have completed the task. The marking ladder is the only marking required. Pupils self-assess on the marking ladder using a dot if they feel that they have not fully achieved the objective and a tick if they feel they have fully achieved it.

The teacher then marks the piece of writing using the same marking ladder and using pink and green highlighters to assess prior knowledge and skills usage. Each objective being assessed is **highlighted in green** if **fully achieved by the pupil**. If the objective is not fully achieved, it should be highlighted in pink.

Marking a hot piece

A hot piece will also have a context so the pupils understand their purpose for writing. At least some of each pupil's work must be marked at the point of learning, highlighting in green evidence of the success criteria on their written piece.

Hot pieces use the same assessment criteria as the cold piece. However, where a pupil has performed well on the cold piece, the marking ladder for the hot piece must be adapted and extended to include greater depth tasks and objectives to show extension and progress for more able pupils.

Again the pupils self-assess on the marking ladder using a dot if they have not fully achieved the objective and a tick if they have. The teacher marks using the same marking ladder and pink and green highlighters are used. Each objective being assessed is **highlighted in green** if **fully achieved by the pupil**. If the objective is not fully achieved, it should be highlighted in pink.

Marking class work

Teaching staff should mark at the point of learning as they circulate in lessons. Teachers mark using black pen to make comments.

Teachers are not expected to provide in-depth comments on all pieces of English marking.

Sometimes short comments, reminders, challenges, or oral feedback are more effective and should be used. Teachers motivate children to accept challenges and take responsibility for improving their work.

Self-assessment

It is highly important that the children take an active role in their assessment. Regularly, the pupils will be asked to assess their piece of work using U.C.P.S shield (U= Understanding, C= Capital Letters, P= Punctuation, S= Spelling). At the bottom of each piece of work, pupils write U.C.P.S and tick against the corresponding letter, once they have checked and edited their work. This can be in the form of self-assessment or as a peer assessment task. This doesn't replace the teacher's marking, but enhances the editing and improving process for the pupil. When pupils self-assess they do so, using green pen. Teaching staff should check the self-marking in books and use the lesson success criteria as assessment to identify who needs to access immediate intervention.

Immediate intervention must be carried out on that same day and before the next class lesson.

Peer assessment

Pupils use a feedback sheet at least once per unit of work. Pupils peer assess using the headings '**what went well**', '**better if**' and then, based on the peer support they have received, self-assess under the heading **self-assess**. Pupils then create their own targets based on the peer feedback.

Interventions

Evidence of all immediate interventions should be clear in books.

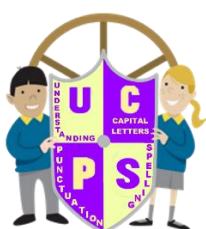
Immediate (same-day) **intervention** should directly follow a piece of class work, be marked **I.I.** to show how gaps in previous learning are being addressed.

However **Planned Intervention** is recorded in a separate file or book and kept with the adult who is delivering the intervention. This should be fully marked in line with marking policy. Adults running a planned intervention complete records on each pupil taking part in the intervention and report against specific objectives and gaps in learning.

Verbal feedback will also be more prominent and is evidenced through greater impact during the session.

Marking Code for English

CODES	MEANING
✓ ✓	Objective fully met and understood
✓	Objective partially met
.	Objective not met
	Evidence of objective met
	Improvements needed
sp	Spelling mistake
○	Missing punctuation
^	Missing connective or word
//	A new paragraph is needed here
{	This section of writing does not make sense
~~~	Edited or improved by child



**U** - Understanding  
**C** - Capital letters  
**P** - Punctuation  
**S** - Spelling

### MARKING IN MATHEMATICS

## Post-Assessments

Post-Assessments are completed at end of each unit.

Each question assessed is **highlighted in green** if **fully achieved by the child**.

If the objective is not fully achieved, it should be left un-highlighted.

Results of the Post Assessment tasks inform the end of block teacher assessments and where a child has particular gaps this is indicated on the grid and either interventions are planned to address these gaps or these gaps a focus of future Hi5 sessions. It is imperative that these interventions are carried out as the children will not be returning to this topic in the academic year.

*(See Maths Policy for further information about how to use and record assessments).*

## Class Work

Teaching staff should mark as they circulate in lessons using black pen to distinguish teacher marking from pupil work and pupil marking.

Wherever possible, pupils should be given the opportunity to self or peer-mark. Peer marking is especially useful in journal work as this will encourage them to focus on making sure others can understand what they mean. For this, children should **use a green pen** to distinguish their marking from the original work.

Teaching staff should check the self-marking in books and use a combination of all in-lesson assessment to identify who needs to access immediate intervention that same day.

Where pupils use equipment they can evidence this with an 'I used equipment sticker' in their book. Where an adult has worked with a pupil they indicate this with a **G**, showing that pupil took part in a guided activity with a teacher or TA.

Where a pupil has initially been supported by an adult but later in the same lesson was able to complete a task independently this is indicated with an **I**.

**Challenge:** Where pupils are extended, challenged to apply skills, reason, problem solve or show greater depth of understanding this work is labelled **Challenge** to evidence this level of differentiation.

## Interventions

Evidence of all immediate interventions should be clear in books.

**Immediate** (same-day) **intervention** should directly follow a piece of class work, be marked **I.I.** to show how gaps in previous learning are being addressed.

However **Planned Intervention** is recorded in a separate file or book and kept with the adult who is delivering the intervention. This should be fully marked in line with marking policy. Adults running a planned intervention complete records on each child taking part in the intervention and report against specific objectives and gaps in learning.

## Marking Code for Maths

<b>CODES</b>	<b>MEANING</b>
✓ ✓	Objective fully met and understood
✓	Objective partially met
.	Objective not met
✓ X	Marked by child
<b>G</b>	Child took part in a guided activity with a teacher or TA.
<b>I</b>	Child is now working independently from the adult who initially supported them

### **MARKING THE FOUNDATION SUBJECTS**

As with English and Maths marking, teachers mark against the objective using the ticks and dots and comment using the prompts. As much as possible Foundation Subject marking should be done at the point of learning. Any improvement prompt (verbal or written) must arise from misunderstanding of the subject specific lesson objective, to address and prevent misconceptions. Where misconceptions have not been addressed at the point of learning, written feedback or immediate interventions should occur. All challenge will be planned into and delivered through the lesson where appropriate. Teachers should consistently identify basic skill errors within all pieces of work. If a pupil makes a basic skill, spelling or punctuation error that is inappropriate for their age or ability level. This is particularly relevant if the spelling error is that of key subject-specific vocabulary. The teacher signposts the error but does not correct it as the pupil is expected to find and correct the mistake themselves, if the child is capable of doing so. This develops pupils' independence. Quality of presentation is also a focus for marking and feedback and pupils are expected to make improvements in this area subject to teacher prompts. The presentation of all marking by the teacher must be of a high standard and model good practice, using the taught handwriting style. All pupils' improvements will be written in in green pen to differentiate it from the original work and the teachers' marking.

### **MARKING IN SCIENCE**

Science marking follows the same systems as marking in the foundation subjects, however as there are end of unit assessments in science, these assessments need to be marked and the objective highlighted green if the pupil has demonstrated full understanding of the objective. Any tasks or questions incorrectly answered by the pupil should be left blank. These assessments are used to support teacher judgements.

### **Self and Peer Assessment**

In any written piece pupils are expected to self-assess their basic literacy skills using the UCPS codes.

Pupils also have the opportunity to peer and self-assess their progress and achievement against key foundation subject skills (the learning objective). This is evidenced in a range of different ways depending on the subject and the age and ability of the pupil.

Marking Code expectations for Foundation Subjects (note no highlighting in foundation subject daily marking)

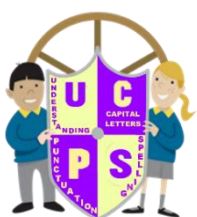
### **Marking Code for Foundation Subjects**

<b>CODES</b>	<b>MEANING</b>
✓ ✓	Objective fully met and understood
✓	Objective partially met
.	Objective not met
sp	Spelling mistake
○	Missing punctuation
^	Missing connective or word
//	A new paragraph is needed here
{	This section of writing does not make sense
~~~	Edited or improved by child

MARKING CODES AS DISPLAYED IN CLASSROOMS

This grid and the UCPS Shield are displayed in classrooms so pupils are reminded of the marking codes used to support their progress

CODES	MEANING
✓ ✓	Objective fully met and understood
✓	Objective partially met
.	Objective not met
	Evidence of objective met
	Improvements needed
sp	Spelling mistake
○	Missing punctuation
^	Missing connective or word
//	A new paragraph is needed here
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**U - Understanding**  
**C - Capital letters**  
**P - Punctuation**  
**S - Spelling**

**MARKING IN EARLY YEARS**

Within the EYFS, marking is an individualised process whereby pupils are given immediate verbal feedback which they then respond to.

Incidental and planned observations are documented in each pupil's individual Learning Journal on Seesaw or in their book.

Next steps are used to move learning forward and track progress. These are documented as a 'Comment' on Seesaw or 'Next Step' in the book. A short description of how and when this is achieved will be added when completed. This procedure is ongoing throughout the academic year, forming a picture of each pupil's development.

During Continuous Provision, incidental 'Next Steps' from observations may be added to Key Worker displays in classrooms. Once completed these are ticked and added to pupil's Learning Journal on Seesaw.

Objective Led tasks for Maths and English are completed in a personalised way involving pupil's own interests. Depending on the activity this is documented on Seesaw or in the pupil's book. The member of staff delivering the activity will set and complete a 'Next Step' for the pupil during the same session. This is also recorded on the 'Objective Led Planning' format and used during the next planning session to inform future teaching.

Child's voice is an integral part of assessment in Early Years and is documented as part of the observation using " ".

Parents who have signed up to Seesaw are able to access their child's online Learning Journal at any time and they have the facility to comment on and leave feedback about learning. Pupil's books are made available for parents at their request.

### **CONSISTENCY ACROSS SCHOOL**

The three purposes of marking and feedback should be evident in all classes and in all subjects across the whole school, however approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time any style of feedback is used the three purposes of marking should be evident.

Marking and feedback are most effective when done during the task, therefore teachers aim to mark the majority of work at the point of learning and ensure that all books are marked before a subsequent piece of work is undertaken.

### **MONITORING AND EVALUATION**

Frequent work scrutiny and discussions with pupils are routinely undertaken by senior leaders (in line with the annual school monitoring timetable). The focus of all scrutiny is to ensure the three purposes of marking and feedback are of consistently high quality throughout the school and that marking leads to improved standards. Scrutiny always recognises the positives, but also gives points to improve (which forms the focus for the next scrutiny). Feedback is given to individual staff and general feedback to all staff, in order to share good practice.

**Other relevant policies/guidance:** - Monitoring & Evaluation Policy  
All individual subject policies

Previously agreed:

Agreed Date: 20.1.23

Review Date: January 2026

Signed.....  
Head Teacher

Date.....



Signed.....  
Chair of Governors

Date.....