

Marking and Feedback Guidance



Consideration of purpose and wellbeing

- The sole purpose of marking, and feedback is to advance pupil progress and outcomes.
- Try not to engage in detailed marking (e.g. 'dialogic', 'deep', 'triple', or 'quality' marking) if this is unnecessary in your professional judgement. Research also dictated that immediate feedback is more effective.
- Marking and feedback is one way to assess pupils.
- This marking policy has been implemented to ensure better teacher workload but also ensure pupil progress and outcomes are advanced.
- Feedback must have a positive effect on pupil progress.
- Marking expectations take in to account the specific requirements of different subjects and age groups.
- If work is not marked within the lesson, it does not need to be marked until that subject is taught again.
- Teachers are NOT required to evidence in writing when verbal feedback has been given to pupils.
- Teachers can use their professional judgment to decide what pieces of work need to be marked/assessed/feedback on and in what way.
- Scrutiny of teachers' marking will not be used to make judgements about their performance or their capability. Pupil progress and outcomes is the important aspect.
- This marking policy has been written alongside teachers and SLT so that practices are not unmanageable, add unnecessary workload or disproportionate.

Non-negotiables

- Every piece of work needs to be acknowledged by the person teaching the session by highlighting **green/blue** the LO at the very minimum (except for reading).
- Written feedback in books from the teacher must be neat, legible, understandable and written on the line.
- If an adult has worked with a group for all/part of their work, ensure this is indicated by using the letters **GW** (group/guided work).
- Teacher marking must be in **black pen**.

Tools to mark

- Black pen (Teacher/TA)
- **Green** and **blue** highlighter
- **Purple pen** (pupil response)
- Green smiley face stamp (for a piece of work that goes 'above and beyond') equivalent to 5 merits

Maths

- **Purple pen** (peer feedback)
- Teacher might live mark (in black) – focus group

- Highlight objective **green/blue**. If **blue**, put in the 'feed-forward book'/into piles ready for 'Int', then show where the child has had further practise
- If a child is absent, the objective needs to be acknowledged with 'Abs'

English and Wider Curriculum

Spellings, Grammar or Punctuation:

Mark the subject specific spellings, common exception words, grammar or punctuation (no more than 4 corrections per piece of work/session). These can be addressed in lessons for instant feedback if possible.

Underline misused capital letters for children to self-correct.

Use ^ to show where the child has missed a word. The child to insert the missing word above the symbol.

If a spelling error has been made by a child, ensure that the incorrect spelling has a line through it e.g. ~~whent~~ so that they can write the correct spelling *above it*.

Year 1 and Year 2: Sp/G/P in the margin, dots above the word for the child to correct the spelling in **purple pen**.

Draw a circle where a full-stop should have been – child to self-correct in **purple pen**.

Year 3 and Year 4: SP/G/P in the margin. Child to find the incorrect spelling on that line and correct it in **purple pen**.

Year 5 and Year 6: SP/G/P at the end of the paragraph. Child to re-read it and edit it for themselves in **purple pen**.

Disclaimer: If a child is working below their ARE, then mark accordingly. For example, a child in Year 5 but is working at a Year 2 standard – use the marking approach suited to their academic ability rather than chronological age.

Next Steps (to move learning forward)

If setting a next step use this symbol in the  margin:

Teacher to write the comment next to it, for the child to respond to in **purple pen** underneath.

- Any **next steps** should be subject specific, e.g. *Now compare Ramadan in Islam to Advent in Christianity.*
- Only **English next steps** in English books e.g. *Re-write this dialogue using the correct punctuation and a reporting clause.*