



Lenham Primary School

Take Pride; Be Proud

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Marking and Feedback Policy

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Document history: Written by Lou Culver (Deputy Headteacher) Reviewed by Andrea McCluskey (Head teacher)	
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Signed: Chair of Governors	

Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

(This policy must be read in conjunction with the Teaching and Learning policy and the Monitoring and Evaluation policy)

KEY PRINCIPLES

At Lenham Primary School we recognise that;

1. Marking and feedback to pupils, both written and oral are important aspects of assessment
2. Effective and efficient marking and feedback should cater for different subjects and different age groups across the school
3. Effective oral and written feedback promotes learning and aides progress

MARKING AND FEEDBACK IN MATHS AND ENGLISH

Marking should reflect the success criteria shared with the pupils each lesson. They can be explained to children in EYFS and KS1 as 'Remember to..' Clear criteria/steps will support the children in identifying and using the steps they need to take during the lesson in order to be successful in their learning. These steps can be given to the children or created with the child during the lesson.

In most year groups, where tick sheets are used to evidence specific elements of writing, especially when preparing for moderation, these sheets will replace the need for the usual marking regime as specified in this policy.

If children make an error in their work they will put a single line, drawn with a pencil and ruler, through it. When children are making improvements to their work this will be completed using a 'purple polishing pen'.

MARKING IN EYFS AND KS1

When marking using codes it will be in green.


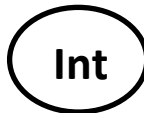

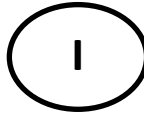
Year R

Staff can use electronic means to record individual observations and assessments. Details of the child's name, date of observation, observation notes, name of staff recording the information and next steps should be recorded.

When a child produces a physical piece of work staff should always record the child's name and date. An indication should also be made as to whether the work was completed with guidance or independently using the abbreviations below:




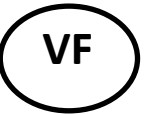
CI TI TD	CI: child initiated TI: teacher initiated TD: teacher directed
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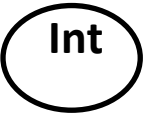
The following codes should be used;

	Verbal feedback given
	Indicates where a pupil has received a specific targeted intervention from a teacher or TA
	Indicates if a child was supported.
	Indicated if a child has worked independently.



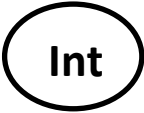
When teachers are annotating a piece of work, and in particular writing, they will add, when necessary, a corrected version of the words written by the child so it can be read by other adults and the child.

Year 1 and Year 2

Year 1 and Year 2 Marking Code	
	Missing punctuation (appropriate for year group and ability)
	Spelling errors will either be underlined for the pupil to correct or corrected by the teacher, as appropriate to the ability of the child. These should be high frequency words or adventurous word which cannot be read, differentiated according to individual needs.
	Capital letters – written and missing or misused capital letters are underlined in pink
	Verbal feedback given




	Indicates where a pupil has received a specific targeted intervention from a teacher or TA
T TA I G P	T – Teacher supported TA – Teaching Assistant supported I – independent learning G – group work P – paired work


MARKING IN KS2

Marking Code in KS2	
	Missing punctuation (appropriate for year group and ability)
^	Word missing
Sp _____	Written in the margin and a maximum of 3 errors underlined in pink/red.
//	New paragraph required
	Verbal feedback given
	Indicates where a pupil has received a specific targeted intervention from a teacher or TA
—————→	To direct children to errors during fix it time.

ADDITIONAL COMMENTS (WHOLE SCHOOL)

To reduce workload for the teaching staff and ensure that the children can all access positive feedback when given, additional comments that praise good quality learning will be provided by use of the following symbols

	Good work
	Excellent work
	Excellent work help yourself to a House Point

	Excellent learning – move yourself up The Learning Ladder
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Year 1

In terms 1 and 2 staff will follow the marking policy for Year R. Towards the end of Term 2 some children will have comments on their work.

Terms 3 and 4 are the transition period between the two phases in Year 1 and the marking strategy used will depend upon the developmental stage of the pupils.

In Terms 5 and 6 developmental marking of English and Maths will follow this policy.

Staff need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Year 2

Staff need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the ‘smiley face’ symbol on the WALT sticker.

In Terms 4 and 5, the use of the codes when marking written work, as detailed in this policy, must be stopped in order that the work is improved using independent learning skills. This is necessary when preparing for the moderation of written work in Term 6.

Where feedback is written to be actioned, a different colour from green will be used preferred colours are pink/red.

Year 3 and Year 4

Children need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the ‘smiley face’ symbol on the WALT sticker.

Teachers will mark the appropriate number of spellings to be corrected according to the needs of the individual children.

Where feedback is written to be actioned, a different colour from green will be used preferred colours are pink/red.

Year 5 and Year 6

Children need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the ‘smiley face’ symbol on the WALT sticker.

Any spelling errors will be underlined and the children will be required to locate the correct spelling in a dictionary. This may be as low as 3, but may be more if appropriate.

Year 6 only

From Term 3, the use of the codes when marking written work, as detailed in this policy, must be stopped in order that the work is improved using independent skills. The content of any developmental comment will need to be carefully phrased to ensure that the teacher is within the guidelines for what constitutes independent work. This is necessary when preparing for the moderation of written work in Term 5.

Where feedback is written to be actioned, a different colour from green will be used preferred colours are pink/red.

WALT STICKERS

To indicate that the objective of a lesson has been understood/achieved it will be ticked in green by the teacher or TA. If a WALT sticker is not ticked this means that the child is still 'working towards' achieving the objective.

FEEDBACK

Feedback can and should be given to the children during the lesson, this could be to a focus group of similar ability children or to a group of mixed ability children (which gives an overview of the general understanding of the class in the lesson).

Having completed the lesson it may become clear that a number of children will require verbal feedback to ensure that they have corrected any misconceptions seen when reviewing their written work. This feedback could be organised at an appropriate time either the same day or at the beginning of the next day's learning. It is important that the children are given an appropriate amount of time to correct work and respond to comments.

Verbal Feedback

Verbal feedback has to be seen to be effective and that progress from that point is being made. If SLT cannot find evidence that verbal feedback is effective they have the right to expect written comments to be reinstated so that the progress and the next step is made explicitly clear and acted upon.

INTERVENTIONS

Interventions are highly specific additional activities, usually in maths and English. Interventions can take many forms e.g. one to one or small groups but they should focus on the need of one or more children to be a specific fix for that need. Interventions can be led by a teacher or TA.

MARKING OF OTHER SUBJECTS

Marking of other subjects (e.g the work in the Learning or Science Book) will focus on the basic grammar and punctuation of the written work. Particular attention will be paid to the use of subject specific vocabulary where correct spelling/use of the words is essential.

WALTs will be marked as described above.