



## **Salhouse CoE Primary School**

### **Marking and Feedback Policy**

Our school aims to be happy and safe community where everyone shares a love of learning. Our Christian core values of respect, responsibility, courage, trust, perseverance and compassion underpin all we do.

**‘Soar on Wings’**

## Document History

Date	Reason for change	By	Approved by
January 2022	Update	S Collins	J Church

Review date January 2024

Our school is the secure base from which we 'soar on wings' to realise our ambitions.

Through valuing one another and the world in which we live, we flourish.

Through providing rich opportunities, we can imagine fulfilling futures.

Through a shared love of learning, we transform lives.

## **1. Aims and Objectives**

Marking is an essential part of planning, assessment and teaching and learning at Salhouse. A comprehensive Marking and Feedback policy reassures and motivates pupils as well as informs teachers of children's achievements and next steps. Responding to pupils' work through constructive comments acknowledges achievement and promotes positive learning behaviours and attitudes.

An agreed, consistent system is to be followed throughout the school in order to secure best outcomes for all pupils.

It is expected that all staff mark and provide feedback with a commitment to support and accountability.

### **The purpose for marking for assessment is:**

- To support the pupils' learning
- To support teachers to evaluate the effectiveness of their teaching
- To benefit pupils, teachers and parents by checking that concepts have been understood
- To show that learning is valued
- To raise self-esteem and aspirations through praise and encouragement
- To promote self-assessment and recognise areas for improvement
- To identify children who need more support or more challenging work
- To be effective and diagnostic
- To provide useful information, which will move the pupil forward in their learning - To identify next steps
- To share expectations, encouraging high standards in learning
- To inform future lesson planning
- To be constructive rather than negative
- To be completed alongside the learner when possible
- To provide regular and frequent feedback and allow time for feedback to be responded to
- To ensure learning objective / success criteria is clear and accessible to the learner
- To use errors / misconceptions as a learning point

### **Our policy is underpinned by key principles. We believe that good marking practice:**

- Is fair, consistent and appropriate to the age, development and ability of the pupil.
- Requires sharing of the learning objectives and success criteria in order for the pupils to have a clear understanding of the criteria upon which their work will be marked.
- Incorporates setting aside time for pupils to assimilate and work on comments made to develop future learning.
- Is carried out daily.
- Indicates strengths and weaknesses.
- Involves the pupil in reflection and review – may take place whilst the work is in progress.
- Is based upon a coherent system (our marking code).
- Celebrates progress

### **Learning Objectives and Assessment Criteria**

The nature of formative feedback and providing academic guidance is greatly dependent upon the learning objective and the success criteria. It is crucial that pupils have a clear understanding of this and the criteria upon which the work will be marked. At Salhouse, this is displayed in the classroom for each lesson and also in the children's books or on their sheets. Children are systematically supported to be able to answer: What am I learning? How will I know I am doing well? What do I do if I am stuck? What are my next steps?

**Our agreed system of marking is set out below:**

Marking is undertaken in accordance with the learning objective. Where appropriate and certainly with the younger children, we mark with the pupil. Positive comments are written in pink (tickled pink) and next steps written in green (growing green). Examples throughout the work of where a child has met the learning objective are highlighted in pink by the teacher.

Growing green comments should be focused and help the learner to 'close the gap' between what they have achieved and what they could achieve.

At the end of marking the child's piece of work, if they have met the learning objective, it can be highlighted in pink. If the child requires more practice to meet the learning objective, it can be highlighted in green.

At the early stages of learning, particularly in Reception and Year 1, much of the marking will be oral. Written responses pertaining to what was said between child and teacher is made in the pupil's book.

In upper key stage 2 when possible or relevant, books are marked daily, whilst the teacher will look at work, comments would not always be added although verbal feedback would be given. There is a detailed marking at a later point. Often, the children can mark their work individually or in pairs using marking ladders provided by the teacher.

Staff may also use stamps and stickers in their marking to show effort or achievement and improve motivation.

**Feedback**

This is given in a number of ways and always intended to help move children's learning on. Feedback from children is encouraged, this will be through response to the growing green. Opportunities are given for children to mark work together and give each other feedback following the same 'pink and green' approach.

**Spelling and Grammar**

Teachers should comment on spelling and grammar in the following cases:

- If spellings and grammar were the lesson objective or part of the success criteria
- If they are spellings / high frequency words or subject specific vocabulary that the pupil should know (or has been provided)

If it is related to the pupil's individual target or highlighted in an earlier piece of work

**What we use and when:**

<b>Pink</b>	<b>Anything marked or highlighted in pink shows that the pupil is meeting the learning objective</b>
<b>Green</b>	<b>Anything marked in green indicates where the learning objective has not been met. It provides next steps towards meeting that objective. Often, the child should be able to respond to this with an answer or example.</b>
<b>?</b>	<b>Indicates it is unclear to the marker what the child has meant. The child should be given an opportunity to respond to this with their purple pen.</b>
<b>○</b>	<b>Indicates something is missing – a capital, some punctuation etc. The child should be given an opportunity to respond to this with their purple pen.</b>
<b>≈</b>	<b>Under a word indicate spellings. These are then written in the margin. Children either write these in their word books or at the bottom of their page.</b>
<b>//</b>	<b>Indicates where a paragraph should have gone. This is something that should then be looked at again by the teacher in the next piece of writing – have they improved their use of paragraphs?</b>
<b>Purple</b>	<b>Purple is used by the children when they are marking their own work, peer marking, self correcting in response to growing green. They may also use this when responding to a question written in their work.</b>
<b>yellow</b>	<b>Yellow letters are used to guide handwriting. Children can then trace over these before having another go themselves. Usually this is done with the child.</b>