

CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

Marking and Feedback Policy 2024 – 2026



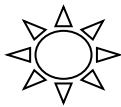

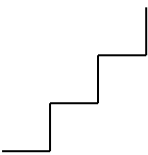




Document Status			
Date of next review	March 2024 ✓ March 2026	Responsibility	Teaching and Learning Committee
Date of Policy Creation	03 February 2014	Approved at full GB	14.3.18
Date of Policy Adoption by Governing Body 25 February 2014		Responsibility	Chair of Teaching and Learning
Reviewed 9.1.17 Jan. 2022		Signed	chair
Method of Communication			
Website, Server			

The effective marking of children's work is an essential part of the learning process. At its heart is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

- Effective marking and feedback helps children to improve and make progress.
- Marking and feedback is an integral part of every lesson. It should be a positive experience.
- Whenever possible written and verbal marking takes place with the child.
- A symbol will be recorded on children's work to indicate marking and feedback given. (see below)
- When written, marking is clearly visible in green pen. Red pen is used to emphasise targets which have been repeated for an additional time.

- From year 2 purple pens are used to show the improvements to the work. These are known as purple polishing pens.
- All

marking and feedback should be

Code	Meaning
 	A sun or a star symbol is used to show the piece of work has met the learning objective.
	My next steps in learning. The comment shows how I can move my learning on. A model may be used to show a good example.
 SP	Incorrect spelling. Word underlined. 
✓ or .	Correct or incorrect answer.
	Individual discussion took place.
 (circle around a mistake)	Example: missing capital letter or full stop
Date?	No date
Title?	No title
Name?	No name
↖T	I need to complete more work
↖p	I need to improve my presentation
☹	I still feel unsure about something
☺	I totally understand

meaningful, manageable and motivating.

- Marking and feedback should be undertaken as soon as possible by the teacher who has delivered the lesson.

Marking Key

Marking is introduced at an age appropriate stage as defined by the teacher.

Key stage 2 self-reflection and feedback to the teacher (meta cognition)



We recognise there are a number of different levels of marking and the importance and diversity of marking and feedback.

Deep marking using the symbols – Written feedback is given and children are clear about their next steps in what they need to do to improve their learning. Time is needed for the children to respond to this marking to make the improvement in their work. This marking may completely inform the next lesson. Purple polishing pens are used to make improvements.

Responsive feedback and Marking This is where there is immediate and dynamic interaction between the child and the teacher. The principles of assessment for learning are incorporated into this level of marking and it is sometimes referred to as *marking in the moment*. This level of marking is characterised by the teacher responding to questions from the child or intervening to help and guide the child in order to support learning and continue to move towards progress and higher attainment.

Acknowledgement marking using some of the symbols. There may be some improvement that need to be made in the work such as spelling corrections or words or phrases that may need altering. There may or may not be written feedback by the teacher but the child knows what to do to improve their work. Time must be given for the child to respond to this marking. Rough or draft work may be marked in this way to give positive feedback to the child and directions in what to do for the next stage or the final draft. Purple polishing pens are used to make improvements. Rewards such as golden tickets are used to acknowledge good learning demonstrated in the work and to give positive feedback to the child.

Peer group marking – This marking is undertaken by the pupils working together using the marking symbols.

Individual self- review and marking – Marking undertaken by the pupil who reflect on their work and mark according the agreed criteria but using the marking symbols: Key stage 1 using the smiley faces and key stage 2 using the four colours Red, Yellow, Green and Blue - as above.

Final Acknowledgement marking using some of the symbols. This marking may give further steps for progress but it is more likely to be a positive and more summative comment to the child where there are no further follow up points at this stage. For example, at the end of a project, topic or piece of work where there has already been a sequence of steps for improvement.

Summative marking and moderation. This marking will not necessarily be viewed by the child but it will be used for an end of topic or end of term assessment. The marking will be used to show the child's level of progress set against the age related expectations. This marking could be undertaken by individual teachers or with a colleague or group to agree the consistency in standards.

In marking of Maths, we refer to the NCETM guidance,

Marking and Evidence Guidance for Primary Mathematics Teaching. (April 2016)

In all of the different levels of marking, as above, we recognise that effective marking and feedback supports learning and encourages all children to make progress.

Reviewed March 2024