

Glynwood Community Primary School



Marking and Feedback Policy

2023-24

Marking and feedback Policy

Intent and Aims

Marking/feedback should be in response to children's work, which, through a variety of methods, enhances the children's learning. When feeding back to pupils, staff need to be consistent throughout the school and should make links to children's targets/lesson success criteria and give children clear advice on how to improve their work. The most effective kind of marking and feedback is that given in the lesson as it can have immediate effect. Marking should be meaningful, manageable and useful and children should always be given sufficient time to respond. If we motivate pupils through our feedback it will have a greater impact on their learning. Our feedback, wherever possible, should respond to individual learning needs and inform future learning and intervention.

Guidelines

- Where possible, work should be self-marked or live marked to give immediate feedback and to reduce workload for staff.
- Use a 'heart' shape to indicate things you like and use 'Do' to indicate next steps. The best part of a child's work should be indicated by highlighting with a yellow highlighter pen. Work that needs further development should be indicated by a pink highlighter line or a red line. Time for the children to respond to comments in their books and to improve sections should be built into lessons and this should be completed in green pen.
- Encourage children to proof-read their work before they hand it in; if grammar and punctuation is missing or incorrect, use marking codes in the lesson and ask children to correct it using green pen. If the marking takes place away from the children circle or underline mistakes and ask the child to make corrections the following day, again using green pen.
- Peer and self-marking should be used to identify areas for improvement. Check lists should be used to support children to do this.
- Any interventions or discussion with teachers or teaching assistants during the course of the lesson can be indicated with the staff initials rather than having to write out what advice / feedback was given.

- Marking should concentrate on the purpose of the lesson or the key objective being taught - this should help to keep comments more focussed.

Mathematics

- Marking, whenever possible, should take place with the child present. If the child is not present and they have misunderstood the work - a comment to indicate support will be given in the next lesson should be made.
- Correct answers should be ticked, incorrect answers indicated with a dot and corrected work should be marked with a C or corrected in green pen.
- Use appropriate comments to draw a child's attention to a particular concept or challenge them to try something harder.
- Staff can use marking to deepen thinking skills around a concept rather than looking at the next objectives from the year above.

English

- Use marking codes in the margin to allow children to make their own corrections. These should be used in live marking where possible, so that children receive immediate feedback and can act on it promptly. The mistake that the code refers to should be highlighted in pink (KS1 and lower KS2 where appropriate) or underlined with red pen (KS2). As children become more adept at correcting their own work, allow them to find the mistake themselves.
- The best part of the child's work should be highlighted in yellow. The focus of this should be the lesson objective. If work is highlighted in yellow, then there is no need to write a comment.
- 'Do tasks' should be used to address misconceptions or specific errors.
- Proof-reading and editing should be done before the piece of work is marked. The exception to this is when work is live marked and immediate feedback is given.
- Mark final independent pieces of writing using a marking sheet. Success criteria should be ticked if achieved, and 'heart' and 'do tasks' can be used for feedback.
- If work is poorly presented, then children should be encouraged to improve or rewrite the piece of work to an acceptable standard.

All other curriculum subjects

- Particular attention should be paid to the skill or key objective of the lesson. This will help staff to make more focussed judgements on the key area of learning for each task rather than just generic writing skills.

Conclusion

Responses to children's work should be used to enhance and extend children's learning and quality of education and result in higher achievement/standards.

Marking guidelines and codes

Pens/Pencils

Red	staff marking/feedback
Black	pupil's writing
Green	pupil's editing and correcting own work
Blue	peer marking/assessment
Pencil	maths books/all drawings and diagrams
Pencil	all work at Key stage 1

Symbols

KS1

Code	Meaning
Yellow highlighter	We really like this!
Sp	Spelling mistake
P	Missing or incorrect punctuation
//	New paragraph or line
??	Check for sense
^	Missing word
A	Finger spaces

KS2

Code	Meaning
Yellow highlighter	We really like this!
Sp	Spelling mistake
P	Missing or incorrect punctuation
//	New paragraph or line
T	Incorrect tense
??	Check for sense
^	Missing word

Due to be updated: Autumn 2024