Ashbourne Primary School

Marking and feedback guidance

Policy written by: Paula Whysall
Ratified by: Teaching and Learning Committee
Date of ratification: 20th June 2017
How often should this policy be reviewed: Every two years
Date of next review: Summer 2019

Signature: __________________________ Chair of Teaching and Learning Committee
Signature:___________________________ Headteacher

Minute number of ratification: TLC/20/06/17/6E
The Principles That Guide the School’s Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teacher and accessible to the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Close gaps in learning and help children improve

Oral Feedback
It is important for all children to have oral feedback from a teacher. This dialogue should focus upon successes, areas for development and to set targets for future learning. If verbal feedback is given, the teacher will write ‘verbal feedback’ and the child will undertake a task or comment upon the feedback provided.
In EYFS and KS1, the code VF will be used.

**EYFS and KS1 marking codes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Independent work</td>
</tr>
<tr>
<td>S</td>
<td>Supported work</td>
</tr>
<tr>
<td>😊</td>
<td>What you have done well</td>
</tr>
<tr>
<td>WALT</td>
<td>You have met the learning objective</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal feedback</td>
</tr>
<tr>
<td>sp</td>
<td>Incorrect spelling</td>
</tr>
<tr>
<td>PP</td>
<td>Praise point award</td>
</tr>
</tbody>
</table>

**KS2 marking codes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>^</td>
<td>insert a word</td>
</tr>
<tr>
<td>_</td>
<td>incorrectly used capital letters</td>
</tr>
<tr>
<td>?</td>
<td>does it make sense</td>
</tr>
<tr>
<td>o</td>
<td>Missing punctuation</td>
</tr>
<tr>
<td>sp</td>
<td>Incorrect spelling</td>
</tr>
<tr>
<td>PP</td>
<td>Praise point award</td>
</tr>
</tbody>
</table>
Quality feedback marking
Not all pieces of work can be quality marked but all work must be marked daily. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Teachers must ensure that their own handwriting demonstrates a good model when marking work, following school policy.

Acknowledgement should always relate to the learning objective (WALT)

When marking, the teacher should provide at least one positive comment about the work e.g. I like the adjectives you have used or a tick against the success criteria e.g. similes ✓. A double tick can be used for good use of success criteria e.g. vocabulary choices.
The code of 1 x PP = 1 Praise point to be awarded.

When providing quality and constructive feedback, teachers need to ensure that the pupils make gains in their learning by:
- Including a range of ‘close the gap’ techniques e.g. scaffolding, reminder and question prompts e.g. circle my mistake questions, asking pupils to explain errors, finding the incorrect sum, circling or adding vocabulary.
- Providing next steps

For pupils with SEN in KS2, the codes S or I will be used to support supported or independent work.
Disadvantaged pupils will have a quality mark daily including next steps. This will provide pupils in receipt of pupil premium with additional feedback.

Reflection time
All pupils should be provided with reflection time at the start of lessons to read the comments and respond using a green biro. Children should be encouraged to ask for clarification if they do not understand a comment, and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Their responses must be checked by the teacher the next time the books are marked.

Self and peer marking
All children should sometimes be encouraged to self-evaluate and encouraged to identify their own successes and look for ways to improve their work. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.
The pupils must respond in green biro to show self and peer marking.

Corrections
Common spellings must be corrected and no more than 3 per piece of writing. The code sp x 5 must be used and the children need to copy the correct spelling five times.
Copying from sheets, books and the board must be accurate and commented upon by the teacher where inaccurate.
For numeracy corrections, the children must make their corrections at the side or underneath rather than rubbing out their original answer.

**Presentation**
The date and WALT will be written and underlined using a ruler. For some pupils, just the date will be sufficient. The children must be allowed to use rubbers and crossing out in books should be avoided.
In EYFS and KS1, WALT labels will be printed for the children until they are able to write confidently.

**Monitoring and evaluating this policy**
This policy will be monitored through further consultation of staff and through the planned reviews.
Children’s books will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.