

# Whaley Thorns Primary School



## Marking and Feedback Policy

### Introduction

At Whaley Thorns Primary School, we believe that marking is an integral part of assessment and planning and is an essential tool to move learning on. Marking is used to raise self-awareness and gives focus for the next learning steps, thus improving engagement and raising attainment.

### Aims

For the children:

- ✎ To give praise, raise self-esteem and encourage children to value their work.
- ✎ To ensure a consistent approach to marking throughout the school
- ✎ To give constructive feedback and clear strategies (next steps) for improving learning and moving the pupils on
- ✎ To give continuous and focused communication with the pupil
- ✎ To raise expectations and standards
- ✎ To allow pupils to evaluate their past performances

For the staff:

- ✎ To provide constant focused assessment opportunities which will be used to inform planning
- ✎ To assess a pupil's performance against stated learning objectives
- ✎ To inform next steps

### **Key principles for marking:**

- ✎ All work, should be marked in accordance with this policy.
- ✎ It is the aim that **all** work will be marked by no later than the beginning of the next lesson.
- ✎ Each time 'marked' work is returned within a lesson the children should be given five minutes to respond using green pen to make corrections or edit.
- ✎ Learning intentions are marked using a yellow, green or purple highlighter so that the child knows to what degree it has been achieved (yellow = almost, green = met, purple = exceeded).

- ✎ From Year One upwards, the teacher will use green and yellow highlighters to show examples of work that meets the learning intention or that needs further improvement (green-good, yellow-improve). The yellow highlighting will refer directly to the pupil's next step which should be written next to the yellow star on the marking sticker.
- ✎ Children will use green pen to respond to marking or a verbal comment when direction has been given. Purple pen will be used where the child has corrected or improved work independently.
- ✎ Annotated WAGOLs (what a good one looks like), must be shared and stuck on books at the beginning of each unit – APPENDIX A
- ✎ Cold and hot writes must be marked according to year group expectations using checklist stickers. Cold writes must go on the left page and hot writes on the right.
- ✎ Cold and hot writes must be labelled and success criteria must not be given until the writing has been completed.
- ✎ Opportunities for self-assessment and Peer Marking will be planned for.
- ✎ Spelling errors or 'technical' vocabulary, punctuation and grammar will always be corrected in any curriculum area to ensure skills are consistently transferred across subjects.
- ✎ Marking stickers will be used to assess against the Learning Intentions and presentation non-negotiables. The star will show one thing to move learning on in the next lesson.
- ✎ All teacher comments and next steps should be written across the page using cursive script as exemplars in presentation.
- ✎ Work should be marked using black pen.
- ✎ Young children or children with SEN may use pictorial marking symbols to make feedback more accessible to them.

Marking is for the direct benefit of pupils and improvement in their work. It is used to inform the pupil of the progress they are making and targets they need to work towards.

Targets should be written on pupil's target bookmarks (or written by the pupil in KS2) and ticked off when achieved.

When responding to marking, children should:

- ✎ Check and self-correct their work against the success criteria.

## Presentation

- ✗ Children will write using pencil, pen should be used consistently once a child has earned their 'pen license'.
- ✗ Pencil will be used in mathematics.
- ✗ Children will use purple pen to edit their own work and green pen to edit their work when directed to do so by the teacher.
- ✗ Each piece of work will start on a new page to allow for marking stickers and pupil responses. Pupils should write the date on the top line.
- ✗ Line guides should be used when writing on plain paper.
- ✗ Children must not write or draw in the margins or on the covers of their books (maths being the exception), unless they are self-assessing their work.

## Monitoring

We will ensure that these guidelines are being used consistently throughout the school by regular sampling of marked work. This will be carried out by the HT and DHT and subject leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Standards Committee of the Governing Body will monitor the implementation of the policy.

This policy must be read in conjunction with the handwriting policy.

This policy will be reviewed annually.