



Riseley Church of England Primary Schools

Marking and Feedback Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Author/Responsible Officer	Leigh Pointon (Executive Headteacher)
Board to be ratified	Full Governing Body
Approved by	Full Governing Body
Signature	Catherine Veitch
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The purpose of this policy is to make explicit how pupils' work will be marked and feedback given. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provide constructive feedback to pupils, both written and verbal, focusing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Marking and feedback should:

- Be manageable for the teaching team and accessible to the pupils.
- Relate to the learning objective.
- Involve the teaching team working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face/live where appropriate.
- Inform future planning.
- Use a consistent marking code.
- Ultimately, be seen by pupils as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Teachers should use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through:

- suggesting alternative ways in which they can improve their work
- positive acknowledgement of correct work
- encouraging comments on areas for development.

Marking and feedback should be immediate where possible and this should lead the child to:

- know the purpose of the piece of work;
- know the extent to which they have achieved the learning objective;
- know how to move closer to the desired goal, e.g. their target.

Marking Expectations

Each piece of work a child completes, should be acknowledged by a teacher. Each LO (lesson objective) should be highlighted in the following ways:

- **Pink- LO has been met (Tickled pink)**
- **Half pink/half green: LO has been partially met**
- **Green: LO not met (Green for Growth)**

A stamp to indicate if a child completed the task independently, with a TA, with a teacher, in a group or in a pair should be used to reinforce teacher assessment and judgement.

All marking should be up to date by the end of the week. This means that when books are checked, all work should be marked up to date until the previous Friday at least. Teachers should use a variety of marking for all subjects. It is expected that there is an **in-depth marking at least once a week** with further extension tasks for those who have met the learning objective for core subjects. For non-core subjects, in depth marking is expected particularly when an extended task has been set.

A range of marking will be evident in books using the above guide at all times. These will include:

Live marking

Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate. Live marking is time-efficient and reduces the need for distance marking at the end of the day.

Live marking gives opportunities for and evidence of AfL in the classroom. It promotes rich dialogue between the teacher/TA and the children and also provides opportunities to pick up on misconceptions quickly rather than at the end of a lesson.

Live marking also promotes success for the children. Rather than discovering they have all or most of the answers wrong at the end of a lesson or the next day, if misconceptions are picked up early during the lesson, the children will be able to have a conversation with the teacher or move to a focus group if needed and be more successful within the lesson. Where live marking takes place, the teacher or TA should indicate this by using highlighters or appropriate colour pen.

Verbal Feedback

It is important for all pupils to have verbal feedback from a member of the teaching team where possible. This dialogue should focus upon successes, areas for development and to set targets for future learning. If verbal feedback has been offered in a lesson, the page should be coded with a green VF.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The pupils, as a class or in groups, can also mark this.

Formative feedback / marking

Not all pieces of work need to be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

Use of stamps

Teachers should use the provided stamps to indicate the following in pupil's books:

- TA assisted – where work has been supported by a teaching assistant
- Independent – where work has been completed by a child independently
- Teacher assisted – where work has been supported by the teacher
- Pair work – where children have worked with a partner
- Group work – where children have worked as part of a group

Quality Marking

There is sometimes a need for a piece of work in a subject to be quality marked. Teachers should focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child. A green and pink highlighter should be used for this. The child needs to know what they are focusing on when they re-write, so additional comments may need to be made by the teacher.

When quality-marking teachers:

- Read the entire piece of work.
- Mark the books for children with SEND or eligible for Pupil Premium first.
- Highlight the LO in pink highlighter for 'Tickled Pink' and indicate clearly a focused area for development marking in green highlighter for 'Green for Growth'. Sometimes the teacher may

need to add a comment linked to this, which will help the child improve their future learning. The teacher need only highlight one pink and one green sentence for a piece of work.

- If a child has only partially achieved the objective, it should be highlighted half pink and half green. However, comments should reflect this.
- Spelling, punctuation and grammar need not be marked in every piece of work but when quality marking, especially if the children are going to re-draft, spellings, punctuation and grammar mistakes can be highlighted in green for the child to amend or for a discussion point.
- Teacher comments should be in green or pink pen depending on the nature of the comment. Green pen should be used for mistakes, misinterpretations or extension tasks. Pink pen should be used for positive comments.

Pupils' response to feedback

Pupils should be given time at the start of a lesson, to read and consider any written feedback (Green for Growth and Tickled Pink) that they have not yet seen.

Pupils 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.

Pupils should be encouraged, only where appropriate or to extend the children's learning/understanding, to respond to the written feedback, either verbally or by writing a reply.

Pupils respond to green for growth within their work using a purple pen writing the correction above their original work, e.g. a correct spelling.

All Pupils should sometimes be encouraged to self-evaluate and older pupils should be encouraged to identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning.

Pink and green coloured highlighters are used for self-evaluation. Pupils should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. The children can write a T in a circle if the teacher has marked their work, a C if the child has marked their own work and a P if a peer has marked their work.

Monitoring and Review

The Executive Head Teacher is responsible for the implementation of this policy. Subject leaders, when monitoring their subject, will sample work to ensure these guidelines are being used consistently throughout the school. The Deputy Headteacher for Quality of Education will oversee the monitoring of this policy alongside other members of the Extended Leadership Team.