



*Making the most of every opportunity*



*Every moment matters*

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<b>Date of Next Review</b>	Sept 2020	<b>Responsibility</b>	<i>Full Governing Body</i>
<b>Date of Policy Creation</b> <i>February 2019</i>	<b>Adapted</b> school written model	<b>Responsibility</b>	<i>James Bradley</i> Chair of Governors
<b>Date of Policy Adoption by Governing Body</b> June 2019		<b>Signed</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc) website</b>			

**The Federation of  
Sharow and Skelton Newby Hall CE Primary Schools  
Feedback and Marking Policy**

**MEANINGFUL, MANAGEABLE AND MOTIVATING**

**‘The most powerful single moderator that enhances achievement is feedback’  
John Hattie.**

**‘...the impact of feedback is 124 times more cost effective than reducing class sizes’ Higgins/Sutton Trust Report.**

This policy forms part of the federation assessment process.  
It has been created with regard to reducing teacher workload, EEF research and due regard to professional experience and expertise.



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## **Intent**

- To provide pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills.
- To ensure pupils use this feedback effectively.
- To ensure marking is time efficient.
- To reward and encourage effort and progress.
- To show that we value the work of our pupils and encourage them to do the same.
- To boost self-esteem and aspirations, through use of meaningful praise and encouragement;
- To promote self and peer assessment, where pupils recognise their own achievements and areas for development
- To give pupils a clear picture of how they have met the lesson objective.
- To provide a basis both for summative and formative assessment
- To provide the ongoing assessment that informs future lesson planning.

## **Implementation**

- All feedback will model the agreed handwriting expectations.
- Feedback should be linked to the success criteria, therefore it is necessary that success criteria is shared at the beginning of each lesson.
- In FS & Key Stage 1 children are made verbally aware of their session objective.
- In Key Stage 2 children are made aware of their success criteria for the session and are encouraged to self-assess against those criteria. They are working towards the skill of writing their own success criteria.
- Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- Positive feedback should reward and encourage effort and progress, not attainment.
- Children should be given time to respond to feedback
- Marking will happen as soon as possible and will be returned soon after to allow for meaningful responses.
- A marking code will be used throughout the school and displayed in each class
- Self and peer assessment are used to provide early feedback.
- Use of highlighters may be to identify evidence of meeting the success criteria.
- Pupils should initial peer assessment to identify who has assessed the work.
- All peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment.



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## **EYFS**

Marking and feedback in Early Years will be dynamic and mostly verbal. The use of stickers or smiley faces will show where a pupil has made great effort or progress.

*This marking is used in the autumn term, a dot in margin until spring half term and self-editing from then onwards in Year 2 and year 6 for moderation purposes.*

*Marking will continue throughout the year for all other year groups.*

*Children in KS2 will use dictionaries to make corrections.*



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### Spelling

Year 1 and 2	<ul style="list-style-type: none"><li>• Underline the word with a green pen. Teachers should write the correct spelling of the word in the margin</li><li>• The marking and correcting of spelling in year 1 and 2 should be guided by the teacher/TA. Children will need support to recognise their spelling mistakes.</li></ul>
Year 3 and 4	<ul style="list-style-type: none"><li>• Underline a misspelt word with a green pen and write (sp) in the margin on the line where the word appears.</li><li>• Dependant on the child, the underlining of the misspelt word may stop and only (sp) is written in the margin as they progress within the phase. This will help teach children to recognise spelling mistakes and encourage the use of dictionaries.</li></ul>
Year 5 and 6	<ul style="list-style-type: none"><li>• The letters (sp) should be written in the margin of a line where there is a misspelt word. By this age, children should be able to make an informed decision about the word that is misspelt and use a dictionary to correct it.</li></ul>

Teachers should use their judgement of a pupil's stage in their spelling journey when identifying errors. Select words you would expect them to be able to spell.

At the foot of a piece of work, up to three corrected spellings should be copied out three times. If any errors are made in this practice, the word will be repeated and copied six times.

N.B. Ensure that a good level of presentation is maintained by always underlining with a ruler and using the agreed handwriting style at all times.



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**Intended impact:**

- Pupils are eager to know how to improve their learning.
- They capitalise on opportunities to use feedback, written or oral, to improve

*It is essential that pupils work as hard as their teachers. For this to happen, teachers need to ensure their pupils know the right answers to these two questions:*

- *What am I doing well?*
- *What do I need to do to improve my work in this subject?*

*If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.*



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## KS1 Marking Code

<b>Pink pen</b>	Tickled pink – something good
<b>Green pen</b>	Green for growth – something to make it even better
<b>Purple pen</b>	Purple for Polishing – changes to make it shine
	Finger space
	Check that this makes sense
	Misspelling
	Should not be a capital letter
	Missing word
	Missing punctuation
	Next steps

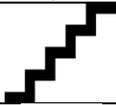


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## KS2 Marking Code

<b>Pink pen</b>	Tickled pink – something good
<b>Green pen</b>	Green for growth – something to make it even better
<b>Purple pen</b>	Purple for Polishing – changes to make it shine
	Check that this makes sense
	Misspelling
	Should not be a capital letter
Λ	Missing word
O	Missing punctuation
Sp.	spelling
p.	punctuation
g.	grammar
	Next steps
	New paragraph

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