



Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

Marking & Feedback Policy

Our Federation vision and values are at the root of all that we do at The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools. We seek to give our children healthy roots, to enable them to learn and live fruitful lives: to love one another, to care for the environment in which they are planted and the wider world, and to grow in whatever they do.

We have high aspirations for all our children and expect them to achieve the highest standards. Our school environment is exciting and challenging, stimulates and enthuses, and enables all children to succeed in life.

Our core aims are to provide a learning environment that empowers the children to be:

ASPIRATIONAL

RESPECTFUL

RESILIENT

We believe that by having these three aims at the root of our school life, this will equip our pupils to **LIVE FRUITFUL LIVES** and to **LEARN, LOVE and GROW**.

Marking and feedback is integral to teaching and learning cycle and we aim to maximise the effectiveness of its use in practice.

We believe that teachers should provide constructive feedback to every child, focussing on success and improvement against learning questions or objectives. Teachers, teaching assistants and children all understand that the best feedback comes during the learning process, so it becomes part of the learning process.

The impact of marking and feedback should be evident, through the progress in their books and should help children to become reflective learners and close the gap between current and desired performance. In writing this policy we have taken into account research from EEF October 2021, and eliminating unnecessary workload around marking March 2016.

Effective marking should:

- Consider pupil wellbeing, develop resilience, be meaningful, manageable and motivational
- Give feedback to pupils and inform them of their achievements and how they can improve next time
- Promote a culture of 'improvement' and a sense of shared aspiration
- Focus on specific taught items: concepts, skills and knowledge so that feedback encourages development of the learning

- Focus on the learner's own self-regulation, provide prompts and cues to enable the learner to plan, monitor and evaluate their own learning
- Show work is valued
- Demonstrate appreciation of the child's effort
- Inform future planning
- Evaluate and assess children's learning

Marking procedures:

- Verbal feedback should be used effectively while children are learning – addressing misconceptions and moving learning forwards as quickly as possible.
- Teachers should exercise judgement on the amount of written feedback required in the child's book, based on how much effective verbal feedback has been made during the course of the lesson.
- Teacher should exercise judgement to decide on the most appropriate method of feedback based on the task (verbal, peer, self or written)
- When using written marking, teachers will use a green pen to celebrate what has been done well
- Teachers will use a pink pen to pick up on errors which should then be responded to in purple pen by the pupil
- Feedback will be given as soon as is practicably possible after work has been completed
- Feedback should be in relation to the learning question or objective
- Teacher's handwriting will follow the school handwriting policy, when comments are made they will write on the line and not in the margin following the same presentation expectations as the children
- Dojo points should be used to reward successful pieces of work or effort
- Codes, that the children are familiar with, should be used when marking so the children are clear on what they have done well and what needs addressing. These will be introduced throughout Year 1.
- Codes will be put in the margin.
- Some children will need their learning extended and this should be shown with an asterisk in pink.

It may be more appropriate for a TA who has worked with a group to mark their work, rather than the class teacher.

We believe that children should have opportunities to assess and review but only if it contributes to the improvement of their work.

Peer and self-assessment

Sometimes teachers will ask children to mark their own work. When used effectively against success criteria this can be highly effective and allows the child to take ownership of their own learning. Peer assessment can be valuable in boosting self-esteem and allowing children to learn from the mistakes of others. This should be managed carefully and emphasis given to positive feedback. When appropriate the children will use the marking code to peer or self-assess, writing in purple pen. They will write PA (peer-assessed) or SA (self-assessed) at the end of the piece of work.

Correction procedures

Children should be encouraged to edit their own work before presenting it as complete to the teacher, particularly at key stage 2. Edits and improvements should be made with the purple pen with mistakes crossed out neatly using one line and a ruler. Rubbers should not be used for corrections.

Spelling corrections

Children should be encouraged to check some of their own spellings, particularly at key stage 2. Where mistakes are still found, staff should select the spellings that they consider to be most important, ensuring that it is not overwhelming to the child. Professional judgement should be used.




Special Education Needs and Disabilities

This policy may be adapted for those children with Special Educational Needs (SEND) as we recognise as a school that some pupils may require additional and different provision for them to access the marking and feedback alongside their peers.

The Marking Code
Key Stage One only

CL	Missing or incorrect capital letter
FS	Missing or incorrect full Stop

From Year Two

P	Missing or incorrect punctuation
Sp/ph	Spelling/phonics
 (drawn in pink)	Finger space
G	Guided
AS	Adult Support
I	Independent Work
//	New paragraph
	Look again
 (Highlight using green)	Wow moments/Wow words/Interesting detail/interesting description etc
^	Something is missing
?	Please explain this to an adult
✓	Correct
.	Incorrect, try again
✓c	A completed and correct correction
*	Learning point. Asterisk shows the part of the work that the teacher has identified for improvement or for praise.
dp	Dojo point awarded

Codes used in green denotes something done well/accurately

Codes in pink require the child to respond in purple pen (from Year 2)