

Westminster Primary Academy Policy Documents

Marking and Feedback Policy



**WESTMINSTER PRIMARY ACADEMY
BLACKPOOL**

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Marking and Feedback Policy

Aims:

To ensure all teachers and support staff mark work consistently. Consistently high expectations ensure feedback and next steps are responded to. Therefore marking and feedback will make a positive contribution to children making good progress in each and every lesson and over time.

Non Negotiable Expectations:

- All children's work marked within 5 working days.
- Learning Target is the title or positioned just under the title of every piece of work in KS2.
- Learning Target marked in green pen with ✓ to indicate target achieved or a ⇒ to indicate the child is working towards the target. (Symbol to be put after target)
- Incorrect spellings (focus on year group spellings and words that should be known, always checking date, target and title), 'Sp' in margin and underlined in the text in green (turquoise - TA) pen from year 1 to year 6. In reception for appropriate phonics phase words/tricky words. Good practice guide - maximum of 3 spellings (R-Y2) and 5 spellings (Y3-6) per piece of work.
 - ◆ Reception - teacher to write correct spelling at bottom of work and child to copy 3 times.
 - ◆ KS1 teacher to write spelling correctly at the bottom - pupil to write out 3 times. Write 1 in a sentence.
 - ◆ KS2 as above. Pupils working at greater depth to find correct spelling in a dictionary and spell correctly, minimum of 1 spelling to be included in a sentence. Pupils working at expected standard can do this at the discretion of the teacher.
- Incorrect grammar (focus on year group expectations) 'Gr' in margin and word underlined in the text in green (turquoise - TA) pen from Y1-6. Correction to be written by child in red pen as indicated by the next step guidance ie above word or whole sentence rewritten.
- Work that has definite right or wrong should be marked - Tick or cross. Children should check their work for any crosses and have another go unless you have asked them not to. (E.g. you want to cover it in a guided or re-teach). Post it tab the page to tell them.
- Post it tabs to be placed sticking out the top of the page to show pupils where they have feedback that needs a response. When a child has responded they move the tab to the side so the teacher/TA can check and respond accordingly. Tab removed when adult confident marking response has been checked/checked/checked/responded to as appropriate.
- Peer marking and self assessment by pupils to be completed in purple.
- Response to marking should be completed by the child in a contrasting colour e.g. red pen/pencil.
- The codes on the reverse of this page must be used particularly guided and supported work. This work should evidence at least good progress as a result of the quality teaching provided by the adult.
- Feedback to be completed at the beginning of the next day after marking or prior to the next lesson
- Next steps should add to the progress the child has made towards the target or correct any mistakes/misconceptions. They should refer to errors in the work or challenge the



child to improve/apply the same objective. They should not be passive or tell a child what is coming next.

- Use the marking and feedback codes, stickers, stamps etc to show a child what has been marked and provide written next steps marking when appropriate.
- All adult marking and feedback should be written or spoken using correct grammar.
- All written feedback should be done in joined, legible handwriting as a role model to children and spelt correctly.
- Work completed elsewhere ie Google Classroom to be indicated with a sticker indicating location, date and target

Marking codes - All

✓ -Target Achieved

x- Work is incorrect and needs correcting

- - Indicates child is working towards the target when written after the target
- - Indicates next step. This is followed by a clear action.

D- Discussion with the child (*initials of staff member*)

G - Guided work completed when working with a teacher.

S - Supported work completed working with a teaching assistant or other adult.

Sp - Spelling correction

Gr - Grammar correction

P- punctuation missing

?? - lack of clarity, sentence/ phrase does not make sense

Cap - missing capital letter

// - new paragraph needed here

(The 6 codes above should be used in conjunction with the word underlined for children working towards year group expectation, for children working at greater depth a symbol in the margin should indicate a correction somewhere on that line. For those working at expected standards choice of indication of correction is at the teacher's discretion using their professional judgement and knowledge of the child in question)

Motivational Feedback- Stickers/ stamps, rewards

EYFS have further broken down the G, S & I codes as below. Staff in KS1 working with very low ability children may find this a useful breakdown to continue with.

G - Guided work completed when working with a teacher.

G1: Guided- idea discussed, independently written.

G2: Adult support was needed at sentence level. Children attempted own spellings.

G3: Adult support was needed at word level. Adult saying each word.

G4: High level of adult support was needed in all aspects of writing.

S - Supported work completed working with a teaching assistant or other adult.

I 1 - Independent work - self chosen with no adult support

I 2 - Independent work - directed to task

A mix of codes may be used for example a child may complete 4 problems Independently then the teacher or assistant may support the completion of the next problem. This one would be annotated with a G or S accordingly but overall the piece would have an I at the end. Stick codes in front of books.

