

Queen's Hill Primary School Marking and Feedback Policy

Reviewed: November 2018

We believe that marking should:

- Provide feedback to pupils thus enabling them to improve
- Celebrate their progress and successes
- Suggest how to move their work forward
- Assess and record achievement
- Provide evidence of teaching and learning
- Encourage and teach children to self-mark wherever possible
- Encourage the children to be reflective.
- Be efficient, so that it does not steal time that would be better spent on lesson design and preparation.

This will have a significant impact on achieving consistent high standards of written work across the curriculum and throughout the school.

Teachers will ensure that:

- Children are made aware of their learning targets
- Evidence gained from marking is used to plan for future learning needs of groups and individuals
- Marking is relevant to the task
- All levels of ability receive equal levels of feedback as appropriate to their age
- They allow time for the children to read, reflect and respond to marking
- They use a variety of face to face marking and distance marking depending on the age and ability of the child
- Pupil Premium children's work is marked as a priority

Our approach is as follows:

Marking will

- **Be positive and encouraging**, acknowledging progress made, although poor standards of work should be clearly identified by teaching staff so that pupils are able to consider what is required to reach more appropriate standards.
- **Be specific**, reflecting the key learning outcomes of the lesson, with a focus on VGAP approach in English in KS1 and 2.
- **Be manageable** – not every piece will be marked by an adult, it depends on the purpose of the piece of work.
- **Move learning forwards**, through the use of next steps or comments.
- **Promote self-reflection**, through the use of green pen, peer and self-assessment
- **Address presentation**, through comments on handwriting and layout of work

Marking may also

- Include suggestions for improvement and/or the next step in the pupils' learning
- Include verbatim recording of pupils' own comments (Particularly in EYFS and KS1)
- Include teacher's notes indicating information which s/he feels is important to record (e.g. amount or type of support)

Teaching Assistants, supply teachers and job share teachers should initial their marking so the teacher and child know who marked it. When not initialled it is assumed the class teacher has marked the work.

Pink Highlighter	Check your work/next steps
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Green Highlighter	I like this
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EYFS

Learning Journey Abbreviations

PSED	Personal, Social and Emotional Development	-	Missing Finger Space
CL	Communication and Language	^	Missing number or letter
M	Mathematics	O	Missing full stop
UTW	Understanding the World	CI	Child Initiated
PD	Physical Development	AL	Adult Led
EAD	Expressive Art and Design	I	Independent
L	Literacy	S	Supported

Key Stage 1 and 2

Green Pen	Pupil Feedback
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Yellow Highlighter	Children's Text Marking
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✓	Learning objective met	ABC	Capital Letters
✓✓	Learning objective well achieved	-	Missing Finger Space
p/a	Partially achieved	^	Missing number or letter
n/a	Not achieved	O	Missing full stop
TA	Worked with TA	//	New paragraph needed
T	Worked with a teacher	SP	(written in margin) and incorrect spelling identified with squiggly line
VF	Verbal feedback given		
S	Completed with support		
I	Completed independently		

Presentation

dd/mm/yy	Maths
Date Month year	Literacy

Margin	Rule off	Date	Underline	Miss a line	Title	Underline	Miss a line	Start
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EYFS and KS1	Pencil for all work
KS2	Handwriting pen can be used for all work apart from maths