



Staverton CE Primary School Marking and Feedback Policy

To encourage ownership of learning and critical evaluation, we aim to give feedback through a learning dialogue with pupils. Marking pupils' work forms a part of this process, but we believe that impactful feedback taking place at the point of learning prompts reflective action from our pupils.

It has been written with the following principles as the basis:

- Marking is an important tool to inform children of their successes and the next steps in their learning;
- Marking needs to be consistent but developmental across the school, to meet the needs of the children;
- Children need to understand marking;
- Children need to have regular opportunities to act on marking and time should be planned for pupils to act on next steps and corrections;
- TA's have an important role in marking the work of children they work with and they are expected to mark following the marking policy. TAs are expected to initial the work they mark;
- For Year 6 and Year 2 at the start of the spring term 2 in depth marking will not be used for independent pieces of work to ensure accurate assessments are available for end of key stage teacher assessment (including internal and external moderation).

Learning at Staverton is underpinned by 3 key comprehensive and effective feedback strategies:

1. Clear next step feedback;
2. Children responding to feedback;
3. Children acting upon feedback correctly;

Written feedback is most effective when:

- It is effectively timed (within and between lessons)
- It is simple;
- It is focused on individual needs;
- It is a two-way dialogue;
- It helps children know how they have achieved against precise objectives and steps for success;
- It helps children know how to improve or deepen their understanding;
- It actively encourages reflection and self-assessment;
- It prompts learner responsibility for critical evaluation, effective improvement and deeper thinking.

Purple Pen work (self-reflection):

Time is actively planned in for children to respond to teacher feedback using their purple polishing pen. Children are encouraged to reflect on their learning and carry out improvements based on feedback:

- Identifying an improvement point and carrying out relevant improvements;
- Editing and improving their work;
- Responding to challenges set;
- Self-marking.

Peer Evaluation and Feedback

Peer Feedback is used as an opportunity to heighten the importance and impact of self and peer evaluation. Peer marking and self-marking, when used appropriately, can be important tools for children in developing their own critical skills. There is a greater expectation in KS2 that children will be able to mark their own work against an answer key and self-correct in the lesson. If work is peer assessed, children will use the marking symbols and write their initials in purple pen.

It can include:

- Giving feedback to a peer;
- Posing questions for a peer to respond to.

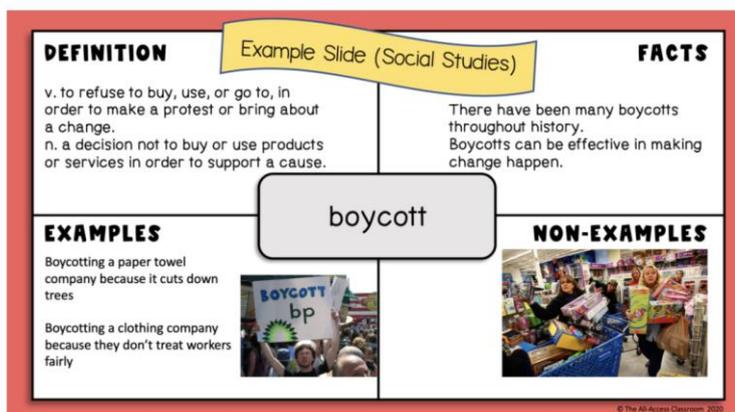
Learning Objectives and Steps to Success

Learning Objectives (LO) and Steps to Success (S2S) are shared with pupils in each lesson and on teacher planning.

Pre and Post Teach

Pre and Post Teach should be clearly recorded in pupils' books to show how misconceptions are quickly supported, to provide opportunities for pupils to improve or deepen their understanding and for example, to pre-teach vocabulary.

[Here's a Frayer Model Example](#)



Written Feedback

Teachers and TAs to use a green highlighter - work ticked in **green is good** (e.g. to highlight an element achieved in the LO).

Teachers and TA's to use a blue highlighter – **blue to do** (e.g. incorrect spelling).

Pupils to use a purple pen - to respond to feedback (purple polishing pens) and for self or peer assessment.

Every piece of work:

Work is expected to be marked before the next lesson in the sequence. Using a green highlighter, the Teacher or Teaching Assistant will highlight if the work is I = Independent or S = Supported and if the LO has been A = Achieved, P = Partially Achieved, N = Not Achieved and a smiley face to acknowledge work. A blue highlighter should be used to highlight where corrections to grammar, punctuation and spelling need to be made using a purple polishing pen.

A – Achieved

P – Partially achieved

N – Not achieved

I – Independent

S – Supported

Marking in depth:

The expectation is that each week one piece of written work and one math's lesson will be marked in depth each week. In-depth marking should be planned in advance by the class teacher which may target different groups on different days. In depth marking of written work is expected in subjects other than writing when appropriate and relate specifically to the subject's LO.

Work is expected to be marked before the next lesson in the sequence. Using a **green highlighter**, the Teacher or Teaching Assistant will annotate if the work is I = Independent or S = Supported and if the LO has been A = Achieved, P = Partially Achieved, N = Not Achieved. Using a green highlighter, the Teacher or Teaching Assistant will tick any elements of the pupils work that meets the LO.

They will also annotate using the following symbols and a blue highlighter for children to polish with a purple pen:

^ Missing word or writing feature to be added e.g. adjective or adverb

 Can you improve your whole sentence?

F Please remember finger spaces

O Punctuation incorrect or missing

NP New paragraph or new line

G Grammar

• Incorrect answer

___ Number/letter reversed or incorrectly orientated/ spelling

- Approximately 3 spellings and letter reversals and up to 3 number reversals will be highlighted in blue for pupils to practise using a purple polishing pen
- In Maths, correct calculations will be recognised with a green highlighter tick. Incorrect calculations will be shown with a blue highlighter dot for pupils to check and correct using a purple pen
- Two positive statements about the work and a * with a next step:

√ Good use of paragraphs

√ Well done for using an adverbial phrase

* Use a relative clause

- The next step should be a focus for the pupil to include in their next piece of work wherever possible

Evaluation of effectiveness of marking and feedback

The effectiveness of the marking and feedback policy will be monitored and evaluated in a range of ways over the next school year.

This includes:

- book scrutiny by the Headteacher and Subject Leaders;
- externally led book scrutiny by, for example, the Trust AIO and Consultants and Ofsted.
- through a wider range of monitoring, looking at the effectiveness and impact of the planning, teaching and assessment cycle.

The policy will be reviewed in January 2024.

Implemented January 2023

Pupil guide to marking and feedback

If your teacher has marked something in blue you need to look at how you can improve it:

Blue to do!

^ Missing word or writing feature to be added e.g. adjective or adverb

 Can you improve your whole sentence?

F Please remember finger spaces

O Punctuation incorrect or missing

NP New paragraph or new line

G Grammar

• Incorrect answer

___ Number/letter reversed or incorrectly orientated/ spelling

If your teacher has ticked something in green, this is good:

Green is good!



Well done

For an in depth marking (once per week):

2 positive statements about the work and a * with a next step

✓ *Good use of paragraphs*

✓ *Well done for using an adverbial phrase*

* *Use a relative clause*

Teacher and TA code for every piece of work using a green highlighter at the top of the page:

A – Achieved, P – Partially achieved, N – Not achieved

I – Independent, S – Supported