



Learning Together, Learning for Life

Marking and Feedback Policy

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007)

This policy sets out how the use of effective marking, feedback and response is consistently used across our school to benefit all of our pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and progressive skills; enabling pupils to become reflective learners who aspire to improve their learning and have the tools to do so.

Aims:

At Reed First School we believe that marking and feedback should:

- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to improve.
- Relate to learning objectives, success criteria, next steps and/or targets taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children.
- Use consistent codes throughout the school.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.

The marking and feedback procedures apply to **all** curriculum areas, there is specific guidance for maths in addition to the codes set out below.

Types of Marking and Feedback used at First Reed School


Live Marking

Live marking closes in on specific areas to improve and offers instant feedback for the pupil. Where live feedback is given, there should be the code VF (verbal feedback) at the point where feedback was given. Subsequent work completed should show a clear response to this and should be acknowledged either through live marking where the code VF can be ticked or through written feedback if live feedback is not possible.

Margin marking, positive formative comments and next steps marking

Written comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code. Marking can be completed in blue or red.

VF – verbal feedback

 Green dot in the margin – There is something to find and fix on this line.

In Year One and when needed in subsequent years, the green dot will be given a second code from the following list for further guidance.


sp – spelling error

Aa – check capital letters

p – check punctuation

S – check for sense

Once in Year 3, the **S** will be replaced by a **g** for grammar.

The aim for all pupils in Year 2 to Year 4 is to be able to identify the reason for  themselves. Once pupils are editing their work automatically, the use of the green dot can then stop.

At Reed First School, we use colour coded marking to clearly show areas of success and ones for improvement linked to the learning objective, age related focuses and targets. These are:

Tickled Pink



Green for Growth



Areas of success and those to improve are highlighted accordingly in the margin and on the work.

Marking for independent writing

Where live marking is not possible or the child has been asked to work independently, the live marking codes will be used but after the piece is finished. To support marking such pieces, success criteria can be stuck in the child's book at the start of their piece of work. To summarise the piece, tickled pink and green for growth are used to comment, the green for growth should refer to next steps.

Growth Mind-set Language

Feedback should be positive and encourage the pupils to challenge themselves further. For example:

'I like the way you...'

'Keep going, you just need to...'

'What are you most proud of?'

'How are you more successful than before?'

'You have shown good learning through...'

'What can you do next time?'

Adult support

Where a child has been supported or a section been supported, the code AS will be used. Where shared pen is used, the adult will annotate the piece of writing to show the ideas and contributions of the child.

When Learning Support Assistants work with a child, the marking policy will be followed.

Peer Marking

If a child gives permission, their work can be used as a model for learning with others. Marking lead by peers will follow the policy and the codes which they are familiar with.

Find and Fix

All pupils will be given regular opportunities to self-review their work or 'Find and Fix'. This will either be in response to Green for Growth and Tickled Pink and margin codes or before a piece is seen by the teacher in order to see self-editing.

Spelling

Marking of spelling will focus on 'non-negotiables' – year group specific common words and spelling patterns previously taught. The children are expected to use the resources available to them in the classroom to find and fix spelling errors.

Maths

Marking in maths will follow this policy where the green dots will denote an error to fix. Ticks can be used to show correct answers.

Presentation

Marking and feedback will also focus on the presentation of the work. A high expectation of presentation will always be expected. Our agreed school handwriting font will be used and modelled at all times. Further guidance on presentation can be found in our [Handwriting and Presentation policy](#).

Absent Pupils

If a child is absent for a piece of work, the word absent will be written in the book next to the Learning Objective.

Equal Opportunities

Every child is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate methods of feedback and the strategies used to help children understand and respond to it ensures this occurs.

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