



Marking and Feedback Policy 2020 v1

This policy is reviewed every year and was agreed by the Governing Body of Newcroft Primary Academy in the Summer Term 2020 and will be reviewed as required.

Signed: _____ Chair of Governors

Date: _____

Marking and Feedback Policy

This marking policy is designed to give all teachers and learning support staff clear guidance of what is expected with regards to marking children's work. We have a whole-school approach to marking and feedback. Marking and feedback is consistent across year groups, developmental across the age-range and consistently applied by those working with children in school, including support staff. Written feedback is legible and clear in meaning, and time is allocated for pupils to read and act on comments (and to extend their thinking). We take into account teacher workload, and more detailed marking after the lesson will only be completed when it supports pupil learning and progress. This marking policy is the product of monitoring children's work in class, findings of work scrutiny reports and the views of teachers.

Key principles of marking and feedback at Newcroft:

- ✓ Feedback should be effective and purposeful
- ✓ In most cases, feedback should be *specific* and focus on success and improvement, rather than correction
- ✓ Children may be given opportunities to make improvements to their work and respond to their marking, where the teacher deems this to be appropriate

Marking:

Pupil exercise books are used across the school for work to be recorded in. Work may be recorded by other means such as photographs or online learning journeys, where the teacher deems it to be appropriate.

Marking colours and their meaning:

Teachers will mark using green and pink pens (green for good and pink to think). They will use green ticks if met or pink dots if not met/partially met. Teachers will also use the marking symbols to ensure consistency across the school.

Learning intentions:

Teachers will share clear learning intentions and may choose to share specific success criteria at the beginning of the lesson. Each lesson has a clear 'WAL (We are learning...)' Teachers are expected to highlight this in green if this objective has been met. If it has not been met, teachers may leave this blank. Under each WAL, teachers will provide 2 (in most cases) WILFs (**W**hat **I**'m **L**ooking **F**or). This indicates what the child is expected to do in order to achieve their learning objective and may be linked to the Symphony on Track and National Curriculum objectives.

Exception: *In End of Key Stage Year Groups (Year 2 and Year 6) we may remove WILFs from written tasks from January in each academic year. This is to support pupils and teachers in providing clear independent evidence for moderation. Teachers should continue to provide green marking on the work.*

Smarking:

Every piece of work should be marked, acknowledged, or talked about with the pupil. Research has shown that immediate feedback is the most effective. When possible, this will be done in the lesson (through 'smarking' and 'verbal feedback') as it is acknowledged that this is where marking can have the most impact on pupils' progress. When this happens, teachers might use 'VF' to indicate that 'Verbal Feedback' has been given, live

in the lesson. Teachers are not expected to write any dialogue in books as evidence of what has been discussed with the pupil.

Pupils' response to marking:

Teachers can choose for response to marking to be completed alongside an adult or in morning/afternoon challenge time (or whenever the teacher feels this is appropriate to meet the age range and needs of pupils).

Children respond to their marking using purple pencil in EYFS (where the teacher feels a pupil is able to) and in KS1. Purple polishing pens should be used from **Summer 2 in Year Two onwards** and in all other classes in KS2. Children need to be shown how to use them in order to keep books at a high standard. Purple pencils and pens are not used in Maths books to make corrections or respond to marking; pencils are used instead.

Pupil self-assessment:

Children also self-assess against these WILFs using ticks or dots in all year groups except EYFS. Time is allocated to do this at the end of the lesson. Teachers may highlight some examples of when the pupil has met the WAL/WILFs within their work using green highlighter pen. This is mainly evident within Big Write independent writing and will indicate where the learning intention has been met.

Peer assessment/peer critique:

This may be used as a form of assessment and feedback. Children may use the code 'PA' to indicate that they have peer assessed their partner's work. Children may also be asked to complete a peer critique proforma, however this mostly takes place in Key Stage 2.

Next steps and challenge:

Where teachers feel that it is appropriate, teachers may challenge pupils further by using moving on comments of a silver star challenge.

- ✓ An extension of the work already completed
- ✓ An example asking a child to apply learning in an alternative way
- ✓ Encouraging the child to make an improvement to their work

Marking of Spelling

Teachers should choose high frequency/ taught words or topic words where appropriate to correct in pupils' work. The SP marking code will be used. Where appropriate they will model the correct spelling or ask pupils to find the correct spelling. Pupils should write the correct spelling 3 times in purple pen or pencil.

Marking of Presentation

Standards of presentation are very high at Newcroft. These are discussed regularly with reference to the school's expectations.

Levels of marking

Teachers should deep mark every piece of 'Big Writing.' Teachers use their professional judgement to judge the amount of written marking for other subjects.

Monitoring

Our Head teacher is responsible for monitoring the implementation of this policy. They will ensure that marking is in line with the policy and is therefore purposeful and promotes pupil progress. They will work with teachers to consider workload and review as required.

Marking and Feedback at Newcroft



At the beginning of work:

WAL: (We Are Learning)		
WILF: (What I Am Looking For)	Me	My teacher
1. Up to 2 things we are looking to demonstrate learning in our work	I tick or put a dot to say whether I feel I have achieved this.	My teacher puts a tick and/or highlights if they feel I have achieved this.
2.		

On my work:

WAL WAL achieved!

Super Examples in my work of how I met the WAL.

On my work:



Pink feedback What I should do next to improve, or a question or activity (**respond in purple**)

On my work:

Your teachers may use these codes to help you when they mark your work:

SP	Correct this spelling at the bottom of the page 3 times
VF	Verbal feedback has been given
CLAFS	Capital letters and full stops needed
PA	Pupil assessed
//	Start a new line or paragraph
T	This is your target.
L →	This is your next activity or next step
★	A silver star challenge for you to complete

