



Grove Lea
Primary School

Marking and Feedback Policy

July 2019

At Grove Lea, we believe that marking and feedback form an important and intrinsic part of children's learning. Used effectively, marking can enable learners to recognise areas of their success and support them in identifying important next steps in their learning journeys. We believe that marking demonstrates to the children that we value their efforts and encourages them to do the same.

At Grove Lea Primary School marking and feedback:

- Is accessible to children with age appropriate comments and symbols used in marking
- Is manageable for teachers
- Can be in the form of written comments and/or symbols or can be shared with children in the form of verbal dialogue between the adult and child. (see marking codes.)
- Is carried out consistently and supports pupils to make progress
- Involves adults working with the children in the classroom as agreed by the class teacher
- Clearly identifies achievement linked to the objectives and or success criteria and states next steps and or improvements
- Allows specific time for children to read, reflect and respond to marking
- Responds to individual learning needs
- Informs future planning and identifies targets for improvement
- Is seen by the children as a positive approach to improving their learning and raising self esteem
- Has high expectations of children's work and encourages children to have high expectations of themselves
- Shows the level of support given to a child in a task and who provided the support e.g TA (support from a Teaching Assistant)
- Is written in clear and legible handwriting by the teacher that sets a good example of presentation.

At Grove Lea we endeavour to use a range of marking strategies in order to best meet the most effective feedback for different pieces of work. These strategies will appear in the form of:

Verbal Feedback

Verbal feedback in the course of a lesson, will focus firstly on steps to success and, secondly on other features deemed relevant e.g. individual targets. When verbal feedback has been given to the child in the lesson the code: 'v' will be written at the end of the piece of work and signed by the adult giving the feedback.

Summative feedback /marking.

This consists of yellow and purple highlighter (yellow for success/purple for misconception, error or moving forward). We aim to avoid the overuse of purple highlighter and address the mistake with the child during the lesson where possible. In a situation where a child has made 1 or two errors, a next step comment could include a written demonstration/model and explanation of how that type of problem should have been solved before the child attempts the corrections themselves.

Focused quality marking

We strive for quality in all our marking but recognise that the marking must be manageable. The frequency of detailed marking will be as follows:

All books to use the yellow for success and purple arrow for improvements/corrects or moving their learning forward.

Teachers will:

1. Point out whether steps to success have been met
2. Either show a written example if the concept has been misunderstood or will meet with the child to go through the misconception.

Self /Peer assessment

When Pupils are asked to self and/or Peer assess, they will directed on what and how to do it.

Marking Code sheet for children's work and Success Criteria for books:

Marking Codes

 This is correct/I like this

 Have a look at this

 Moving forward

 Look at this spelling

 Making my work better



 My teacher told me

Example of Objective/Success Criteria

Children to record the long date or short date

I <i>(Independent)</i>	TA <i>(Working with Teaching Assistant)</i>	T <i>(Working with Teacher)</i>
<i>Can I.....</i> (Title/Objective)		
<i>I Can...</i>		
<i>I Can...</i>		
<i>I Can...</i> (Success Criteria)		

Foundation Stage marking and feedback practice.

In Foundation Stage, marking and feedback takes place in the two main areas of learning:

Child led activities:

In all areas of learning, children will receive timely and developmental feedback from both teachers and teaching assistants in the setting which will have been observed whilst a child is undertaking an activity. A formal record of the child's achievement and progress is kept through regular observation notes, photographs and samples of work which enable the teachers to plan the next steps for the child's learning.

Adult led activities:

Children are given verbal feedback which enables them to move their learning forward at the time of the activity taking place. A more formal record of the child's achievement is kept through the teacher's completion of record sheets, observation notes, and photographs. In writing, children will be introduced the Pink for punctuation highlighter in the summer term at the end of Reception.

Signed : _____ (Headteacher) Date: _____

(Chair of Governors) Date: _____

