



Marking and Feedback Policy

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The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

What is Marking?

At Cadmore End School we believe that marking is the method by which we gain and give feedback about a child's work. Throughout our school emphasis is placed on recognising the needs of the individual child. Everyone is encouraged to value and respect other people and all effort is recognised. We want children to find learning enjoyable and meaningful and to be able to face challenges independently and with confidence. This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our pupils.

Marking should be a dialogue between pupils and their teachers, constantly leading pupils towards their next stage of learning. Marking will inform planning, be diagnostic and enhance pupils' learning by recognising success and offering guidance on how work can be improved. It will focus on success and improvement needs against learning objectives and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Marking should be positive, constructive, sympathetic, fair and consistent. It should not ignore areas of difficulty and should be appropriate to the needs of the individual child and the activity. We believe that marking and feedback are an essential part of the learning process.

Used effectively it can:

- help children become better learners by giving a clear picture of what they have done and what they need to develop;
- give recognition and praise for achievement;
- provide feedback to a child in order for them to progress to the next learning task;
- enable parents to understand their child's strengths and weaknesses;
- identify targets for individuals or groups of children;
- suggest individual strategies for improvement related to the learning objectives and individual targets.

Purpose of Marking

Effective marking aims to:

- inform the pupil what they have done well and what they need to do to improve;
- support pupil confidence and self-esteem in learning, and contributes to accelerated learning;
- support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning (link to 'Learning Ladders – see Assessment Policy);
- develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Principles of Marking

Effective marking should:

- relate to learning objectives set in the lesson;
- give pupils recognition and appropriate praise for the success of their work;
- encourage pupils, by acknowledging the value of their work, thought and effort;
- give pupils clear strategies on how they can improve their work;
- be accessible and relevant to pupils;
- inform individual pupil targets (see Appendix 3);
- use consistent codes throughout the school See Appendix 1;
- provide a tool for teacher assessment – diagnostic, formative or summative;
- help the teacher to evaluate teaching and inform future planning;
- be manageable for teachers.

Marking Procedures

- Teachers will use a green or black pen to mark all work.
- Marking should be completed before the next lesson in that subject.
- Teachers' writing should be neat, legible and model the handwriting script that we expect from pupils.
- 'Over the shoulder' marking during lessons to give pupils instant feedback on their work in order that they can improve immediately.
- In KS1, work should be marked with the pupil when appropriate/ practical so pupils receive instant feedback.
- Regular opportunities for self and peer marking will be planned for.
- Teachers will make use of the 'Go Green, Think Yellow' highlighting feedback system as appropriate. (see Appendix 2)
- Teachers will make use of the 'Wow and Now Try This (NTT)' system for developmental marking.
- Pupils should be given time to self-evaluate their work in relation to the Learning Objective and the Success Criteria.
- Opportunities for pupils to respond should be built into marking.

Marking Comments and Codes

To enable marking and feedback to be effective for the child and less time consuming for the teacher, we use a LO and SC box (see Appendix 4), symbols, colours and short sentences. As we are working with young children and children who are EAL or SEN, it is important that they can access and act upon effective marking and feedback.

Written comments should be positive and where appropriate, inform children of next steps needed to make improvements (see Appendix 1). Marking should add to the child's work (not 'spoil' it in any way), thereby recognising and celebrating the effort the child has made. Stickers and stamps may also be used to this effect. (see Appendix 2)

We use symbols in our marking that children can easily understand. These symbols include general marking symbols and those specific to writing and maths. Marking symbols are displayed in each classroom. These symbols are discussed with all children, modelled as appropriate and introduced gradually, according to each year group's expectation (see Appendix 1).

Marking and feedback will be carried out professionally and learners will benefit from its high quality. The marking policy will be reviewed, assessed and refined on a regular basis by all staff to ensure that it is effective and workable.

Marking and Feedback Policy Appendix

Appendix 1:

General marking symbols (used across all subjects as appropriate)

GE	Grammatical Error
C	Capital letter needed
P	Punctuation missing
VF	Verbal feedback
.	Incorrect try again
NT	Now try this
RM	response to marking
S	Spelling error (KS2)
//	New line/paragraph (KS2)
TM	Target met. Well done
TR	Target reminder

Type of marking	Description		Examples
	KS1	KS2	
Pupil response to lesson	Traffic lights Children complete using appropriate colour to show understanding. This informs teacher of areas for future work.	Response box Children should complete using one of the response prompts displayed in classrooms, or with own response if able	The part I found hard was... Now, I feel ready to move on to... My question is:... I need more practice at... The thing that helped me was...
Teacher's marking KS1 Should be written at the end of the piece of work KS2 Should usually be written in the response box	Instructions – Requires written pupil response <ul style="list-style-type: none"> Reminder: reminds child of something they are able to do, but have not done Scaffold: Gives a structure with which children need to engage Stretching. Open questions which children must complete. 		Please use a capital letter for names. The witch ran out the house. Can you think of other 2d shapes which have four sides?
Pupils' follow up actions	Pupil responses to Questions – Requires teacher engagement <ul style="list-style-type: none"> Time must be given at the beginning of next lesson for children to complete. Children should respond next to the question in the response box if appropriate, but may respond at end of work if more space is needed. 		

Appendix 2: Go Green, Think yellow

In order to be effective, this highlighting feedback system should be used in a sparing, specific and encouraging manner when used to highlight aspects of work.

Evidence of good work in relation to the learning objective and success criteria should be highlighted in green. **Go Green**

Areas for development should be highlighted in yellow. **Think Yellow**

In the vast majority of cases, there should be a higher ratio of green to Yellow highlighting to ensure marking and feedback is a positive process and correctly pitched.

Appendix 3: Individual Pupil Targets

In KS1 and KS2, pupils are involved in the target setting process through dialogue with the teacher. We recognise that children develop at different paces and have different strengths and areas to development. We are also keen to promote a positive attitude towards learning and continually boost children's self-esteem and so we have designed a system which is personalised and not hierarchical.

Reading targets

Children will be given individual reading books appropriate to their word reading ability. In consultation with their class teacher, children will choose their own reading targets.

To support the development of their comprehension at home, parents will be issued with bookmarks containing questions and tips. They will also be offered parent workshops.

Writing targets and Maths targets

Age-appropriate targets, linked to the National Curriculum and reflecting the statements on our 'Learning Ladders' rungs will be found in their subject book. Children, through discussion with the teacher, will identify the targets they need to work on. The teacher and, where appropriate, the child will look for evidence that identified targets are being met when marking and during half termly teacher/pupil consultation

Appendix 4: Learning Objectives, Success Criteria and Pupil Response box

To empower children to be actively involved in understanding what they are learning and how they can be successful, a clear learning objective (We are learning to....) and success criteria (I can...) will be shared and discussed with the children in every lesson.

The Learning Objective and Success Criteria box should be used as a tool for assessing learning either during the lesson or as part of a plenary. It should provide feedback from the children about their overall understanding of the concept/skill being taught, as well as an indication of whether the children have met each step of the success criteria.

The box will always contain the lesson's learning objective and success criteria, in child friendly language, which can be checked off by both the child and the teacher using a traffic light system.

Green – Understood. **Yellow** – Not yet secure. **Pink** – Unable to grasp skill/concept.

In KS2, pupils will be given opportunities to peer assess.

Cross curriculum links:						
LO: We are learning to....					Date:	
This work was	Independent		Collaborative		Supported	%
Success Criteria (Steps to achieve the LO					Pupil	Teacher
1.						
2.						
3.						
*						
Responses						
Our values: Faith Love Courage Honesty Respect Empathy						



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In terms of next step marking, a personalised response is required from the teacher, moving each child forward based upon their individual learning journey. Teachers' will respond to the child's response.