



North Road Primary School

Feedback and Marking Policy



North Road Primary School, North Road, Yate, South Gloucestershire, BS37 7LQ

Tel: 01454 867788

northroadprimary@sgmail.org.uk

www.northroadprimaryschool.co.uk

RATIONALE

North Road Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback, either through verbal dialogue with pupils or through written marking, intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or 'Next Steps', and evaluating how well the learning task has been understood.

All feedback and marking should aim to be a process of creating a dialogue with the learner, through which questions can be asked and learning is moved on; where the learner is actively involved in the process and the class teacher can plan for progression in learning.

Research shows that high quality feedback is the most important factor in a pupil's learning journey. Therefore, this policy, the whole school implementation and the classroom routines and practice are crucial for our school and its pupils.

AIMS

At North Road Primary School we aim to:

- ✓ Assess pupil's learning through-out lessons to move learning in and across a sequence of lessons forward.
- ✓ Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of a teacher's feedback.
- ✓ Use the marking system as a tool for formative on-going assessment.
- ✓ Improve standards by encouraging pupils to show the school values in their learning; to show positivity, perseverance, pride and responsibility in order to improve, develop and enhance their learning.
- ✓ Develop pupils' self-esteem through praise and valuing their achievements
- ✓ Create a dialogue that will support progression

Principles of Good Verbal Feedback and Marking

High quality verbal feedback should:

- ✓ Be positive, motivating and constructive.
- ✓ Be linked to the Learning Focus for the work.
- ✓ Provide the pupil with an understanding of how they need to progress their learning.
- ✓ Move the pupil forward in their learning.

High quality written marking or annotation of pupil's work should:

- ✓ Be positive, motivational and constructive.
- ✓ Be at the pupil's level of comprehension.

- ✓ Be written in handwriting that is legible and a model for the child, ensuring that the sentences are punctuated correctly with capital letters and full stops.
- ✓ Provide information for the pupil on their successes and their progress on their learning journey.
- ✓ Relate to the objective, the Learning Focus (LF), of the lesson but also relate to basic skills in English linked to handwriting and spelling. This is called our 'non-negotiables'.
- ✓ Be accessible to the individual pupil.
- ✓ Be consistent throughout the school.

All teachers will adhere to the above principles and:

- ✓ Provide regular high quality oral feedback to pupils.
- ✓ Encourage a culture of open dialogue with pupils regarding their learning.
- ✓ Use opportunities, when appropriate, to revisit, pre teach or extend pupils understanding to ensure that they are prepared for the next stage in their learning.
- ✓ Provide time to review work from a previous lessons, where necessary.
- ✓ Use the traffic light trays (red – I need more help, yellow – I need more practice, green – I have got it) to allow pupils to self-assess at the end of a lesson/learning chunk.
- ✓ Make the Learning Focus (LF) verbally explicit to the pupils. Ensure pupils record a short LF or title in order to help them recall learning.
- ✓ Involve pupils in the whole process from an early stage.
- ✓ Ensure pupils are clear about the teacher's expectations and the marking codes.
- ✓ Use pupils work as exemplars to launch lessons, celebrate successes and support understanding.
- ✓ Provide opportunities for self-marking and peer marking.
- ✓ Allow time for pupils to read, reflect and respond to the marking and feedback given
- ✓ Be self-reflective and adjust planning daily in the light of marking/self-assessment/teaching.

Assessment for Learning Marking ~ Green for Good and Pink for Think

- ✓ Marking follows a 'Green for Good' (success) and 'Pink for Think' (areas for development) ethos and relates to the Learning Focus (LF).
- ✓ Any written comments at the end of the child's work should clarify for the child what was successful (green) and what could be improved or extended (pink)
- ✓ Teachers use a range of agreed symbols (see pages 4 and 5).
- ✓ Pupils are actively encouraged to tick or respond to the teachers comment once they have read it or it has been read to them.


Marking Keys and Editing

Green pen marking will be used in English marking. Pink and Green will be used for marking in Maths and all other curriculum areas. Pupils will use purple pens (purple polishing pens) to edit their own work and complete pupil marking.

Teachers will use feedback from pupils' self-assessments during lessons and at the end of lesson to aid planning through their annotated lesson/marking notes. Pupils self-assess at the end of a lesson by putting their exercise books into a red, amber or green marking tray. In addition, the following keys may help to speed up the process of effective marking and ensure that there is consistency throughout the school.

- ✓ **LF** or **Title** to be verbally explained and recorded on the start of a sequence of work, including all foundation subjects e.g. DT, Art, History and Geography.
- ✓ In Key Stage 1 correct spellings should be given next to the word at the discretion of the teacher (i.e. it may be just High Frequency Words that are changed, or words specifically given in a word bank etc.). **Sp** should be written above the word when it is incorrect, and then the adult who is marking the work must write the correct spelling at the bottom of the piece of work for the child to practice.
- ✓ In Key Stage 2, spelling errors will be highlighted in the margin, in pink pen, and the pupil will be expected to find the error and use their try book and/or dictionary to re-write the word correctly.
- ✓ In lined exercise books, pupils should write on every other line to allow space for editing.
- ✓ Underlining must be completed with a ruler.
- ✓ When demonstrating pride in presentation, pupils will be given a blue pen to write in.

Marking symbols:

KS1 Marking Code for Writing (additional pictorial stampers may be used if appropriate)	
CL	Capital letters
.	Full stop
Sp	Spelling
	Finger Spaces
Guided + initial	Class Teacher support provided
S	Teaching Assistant Support provided
V	Verbal feedback given
I	Independent

KS2 Marking Code for Writing	
//	New paragraph
Sp	Check your spelling
P	Check you punctuation
Gr	Check your Grammar
Guided + initial	Class Teacher/TA taught group
S plus initial	Support provided
V	Verbal feedback given
✓ or .	Peer marking
I	Independent

Marking Codes for Maths	
Pupils will be at a specific stage of learning. This will be recorded as either: Learn it, Use it, or Deepen it.	
✓	Green If correct
•	Pink dot if incorrect
Guided + initial	Teacher led group
S + initial	Additional support provided
V	Verbal feedback given
✓ or .	Peer marking

The following points are intended as guidance for staff when considering how to organise and manage marking and feedback

- ✓ In Key Stage Two, provide opportunities for pupils to self –mark through the use of marking stations.
KS2 – Corrections in purple pen
No rubbers – single pencil line drawn with a ruler
- ✓ Flexibility is important, the time available and the nature of the task will influence whether staff are able to give feedback to the pupils within a lesson.
- ✓ When work has been marked away from the children, aim to set aside a few minutes for the pupils to read and respond to your marking.

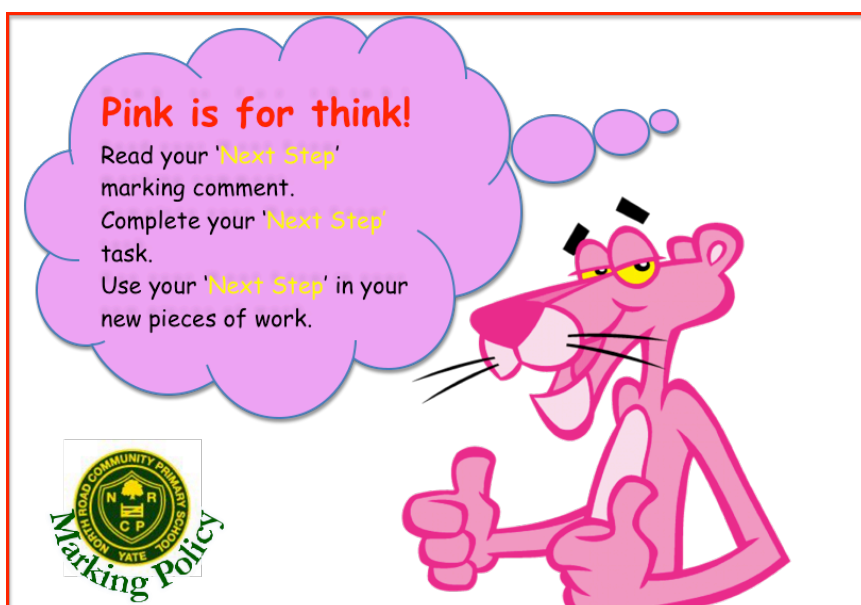
Monitoring and Evaluation

The Head Teacher and Subject Leaders will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are an improvement in pupil's learning and greater clarity amongst pupils and parents concerning achievements and progress.

The Performance Indicators will be:

- ✓ Progress and learning across a lesson and a sequence of lessons.
- ✓ Consistency in teacher's marking across the classes and Key Stages.

A child friendly copy of these marking guidelines will be available in all classrooms and shared regularly with the pupils of North Road Primary School. Displays of 'Green for Good' and 'Pink for Think' will be displayed around the school.



Date of Policy – January 2022

Policy Review Date – February 2023