



# **MARSDEN** JUNIOR SCHOOL

## **Marking and Feedback Policy**

<b>Approved by:</b>	Local Governing Board		
<b>Responsible department:</b>	Marsden Junior School		
<b>Last review date:</b>	06.11.23	<b>Last reviewed by:</b>	SLT
<b>Last updated:</b>	06.11.23	<b>Last updated by:</b>	SLT
<b>Next review due :</b>	06.11.24		

### Objectives of our marking

- Enable the children to know what they are doing well.
- Let the children know how they can improve.
- Demonstrate improvement over time in response to teacher marking and feedback.

### Principles:

“Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.”

J.Rowe, 2007.

### What will our marking look like?

- Learning objectives should be displayed at the start of each new piece of work, recorded LO. This may be written or printed, depending upon the age and ability of the children. This should be linked to the National Curriculum objectives.
- Marking should be done as near to the time when the work was completed as possible, or during the lesson. Teachers may give oral feedback – it will be clear when given through corrections and responses in children’s work.
- Marking should feedback positive points without requiring the teacher to make wordy comments, although longer pieces of writing should be marked in more depth.
- **Marking crib sheet**
- A sticker, stamp or smiley face can be used to reward the child for a good piece of work.
- Marking should move learning on/deepen understanding.
- From Year 3, all children will use **purple pen** to action next steps or make spelling corrections. Ongoing editing by the child will be done in pencil or pen.
- Teachers highlight the LO in **pink pen** when the objective has been met. Teachers mark the objective in **green pen** if the objective has not yet been met.
- Children need to be given time to check their work against success criteria/crib sheet/tool kit and targets before it gets to the teacher.
- Where there are spelling errors, the number of spellings and the way in which the errors are indicated will depend on the child’s age and ability. For example, you could underline the incorrect words or write ‘Sp’ in the margin or ask the child to independently identify own spelling errors. The children should have access to resources to help them find the correct spelling e.g. dictionaries, displays or word banks.
- Teachers need to model handwriting when marking.
- Rubbers should be avoided where possible but may be used for drawing and at the discretion of the teacher, e.g. if they are part way through a maths calculation and make a slight error.

### Codes:

Code	Meaning
<b>I</b>	Work has been completed independently.
<b>A</b>	Work has been completed with adult prompting.
<b>V</b>	Verbal Feedback has been given.
✓	A good example –linked to learning objective/target.
✓✓	An excellent example – linked to learning objective/target.
<b>Sp</b>	Spelling error
<b>P</b>	KS2 only – punctuation error (age/ability appropriate). In Y2, a circle will be used to indicate missing punctuation.

<b>G</b>	KS2 only – grammar error (age/ability appropriate)
<b>→</b>	Next step – referring to learning objective/child’s target. There will be an expectation that the child completes this action as soon as the piece of work is returned. If there is no obvious next step, then do not write one. It is expected that children will respond.
<b>.</b>	In maths, a dot will signify a wrong answer and must be checked and corrected.

<b>Pink highlight</b>	You have met your learning objective and where work is highlighted – progress made.
<b>Green highlight</b>	You are working towards your learning objective and where work is highlighted – improvement is needed.
//	New paragraph
SP and underline or highlight word	Spelling errors
P	Punctuation errors
GR and underline or highlight word/sentence	grammatical errors
EBI	Even better if..... A next step to complete from your teacher
MRI	My response is..... children to use purple progress pen
V	High-level vocabulary
Stamps/Stickers	A good effort – house point!

**In Maths, the mastery – flow model is used. Each element is marked by the teacher during the lesson before a child moves on. Teachers also assess whether resources have been used and the level of independence from the individual child using the following:**



**Similarly, in English, teachers will assess within or at the end of each lesson.**