



**The Meadows**  
Primary School

# **Marking and Feedback policy**

**March 2019**

**Reviewed: Oct 2021**

**Next review: Oct 2022**

At The Meadows Primary School we believe that high quality, consistent and timely marking and feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. We believe the best marking and feedback is the dialogue that takes place between the teacher and pupil while the task is being completed.

#### Aims:

We mark children's work and offer feedback in order to:

- encourage children to take responsibility for themselves as learners and support them in making progress;
- show that we value their work, and encourage them to do the same;
- give a clear general picture of how far they have come in their learning, and areas for improvement;
- promote self-assessment, valuing their effort and mistakes
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- inform future lesson-planning.

#### Guidelines

- Marking will be related to the LO and understood by the child.
- Marking will be legible and clear in meaning.
- Achievements will be celebrated in a range of ways in order to motivate and encourage.
- All written outcomes will be marked in a timely way so that children are aware that the outcome of every task is important.
- Time will be built in to lessons to ensure that all marking and feedback can be responded to.
- Written feedback is primarily used to move children's learning forward.
- Disadvantaged children will be prioritised for marking and feedback within the lesson.
- Staff at The Meadows will follow agreed approaches that can be found in the appendices.

#### Quality feedback includes

- Reactive marking and feedback in the moment of learning
- Peer-assessment
- Self-assessment
- Verbal feedback
- Marking against a success criteria
- Use of symbols
- Written responses
- Detailed marking that is responded to and moves learning forward

## Appendix 1

### Marking at The Meadows

- **All work in all subjects will be marked.**
- In Maths the children in KS2 will use marking stations to self-mark.
- The purpose of marking is to indicate where a child has achieved the LO and where they need to make corrections/improvements to their work using a green pen.
- Staff will use green to highlight where the LO has been met. They will use pink to indicate where a child needs to make a correction. For EYFS and Year 1 this will be next to the correction. For Year 2 to 6 this will be in the margin for written outcomes.
- Staff will write their feedback in purple pen.

Green = Great

Pink = Think

### Symbols

Pink highlighting	Dots indicate where corrections or improvements are needed. In Maths this will be by the correction for all year groups. For written work Year 2 to 6 will place the dot in the margin. This may also have a symbol next to it to indicate what the correction is. In EYFS and Year 1 this will be next to the correction. Pink dots can be placed at the end of a piece of work asking a pupil to check all work for a correction e.g. capital letters
Green highlighting	Ticks or underlining can be used to highlight an achievement of the learning objective or used at the end of a piece of work to indicate that the work overall meets the LO.
	Finger spaces between words
<b>CL</b>	Capital letters
<b>SP</b>	Spelling error
	Full stops to demarcate sentences
<b>R</b>	Resources used to support learning
<b>A</b>	Adult support needed

