Appleton Wiske Community Primary School
Marking and Feedback Policy

At Appleton Wiske Community Primary School, we believe that pupils are directly responsible for and take ownership of their own learning. It is our duty to provide our pupils with information about the progress they are making and guide their subsequent efforts. This information will be provided through a combination of verbal and written feedback. We aim to have a consistent approach to marking and feedback across our school, with teaching staff making it clear how pupils can improve their work and reach their full potential. We use our professional judgement to take into account the age, ability and needs of the pupils when marking work.

Aims
- To provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- To set out our expectations for high quality but manageable feedback and marking.
- To provide positive reinforcement of the teaching and learning process.
- To use marking as a tool for formative ongoing assessment, ensure pupils are effectively challenged and visible progress is evident through a dialogue which aids progression.
- To give teaching staff the skills for effective feedback.

Expectations of Pupils and Teaching Staff
- Read and respond to teachers' comments in books.
- Take pride and care in the presentation of books.
- Use the 'Presentation of Work' guidance.
- Take time to edit and improve work.
- Use writing equipment appropriate to the year group and ability, consistently using either pen or pencil.
- Marking will be neat and legible in green ink.

Marking and Feedback
- Across all written pieces of work in all subjects there will be a strong emphasis on immediate verbal feedback, highlighting issues and points for progress that will be addressed with the pupil.
- Pupils will be taught to proof read and edit their own work prior to teacher marking and feedback.
- Pupils in Years 2 to 6 will self-assess and evaluate their own work before it is marked using the traffic light system (RAG). Pupils in Key Stage 2, when appropriate, will make a comment to identify their level of understanding.
- Work will be labelled using the codes below to indicate the level of support given.
- Feedback will be, first and foremost, directed by the learning objective.
- Teachers should indicate appropriate incorrect spellings for pupils to correct and indicate incorrect use of punctuation and grammar.
- The majority of feedback will include 'next steps' or follow-up tasks which challenge the pupils (mastery).
- Verbal peer assessment may be used when appropriate.
- Pupils will be given reasonable time to identify, reflect upon, analyse, look at and respond to feedback.
- Purple pens will be used by the pupils to complete follow-up work, make corrections and respond to feedback.

Support Staff
- HLTAs who have worked with groups of pupils will mark the work according to the Marking Key. The class teacher will review the pupils' work and provide next steps.
- HLTAs who have covered a lesson will mark the pupils' books according to the policy and provide next steps.
- GTAs will use codes from the Marking Key to indicate if a pupil's work is independent or supported.
- In EYFS and Key Stage 1, and for pupils with additional needs such as SEND, GTAs will annotate/scribe as appropriate to aid the class teacher's marking.
- In Key Stage 1 and Key Stage 2, GTAs will not provide comments or next steps

Different Styles of Feedback
- Organisational – reminders about how to set things out.
- Encouragement – praise, with a clear message of what the pupil has done well.
- Constructive – showing how something should be done or built upon to move forward and improve.
- Challenging – focuses the pupil's thinking on their learning and invites a response or follow-up task.
- Dialogic – ongoing dialogue between the teacher and pupil (question and response).

Revised: October 2019   Review date: October 2021

Marking Key for Writing

Symbol	Meaning
✓ (within the work)	Good use of…
✓✓ (within the work)	Excellent use of…
✓ (next to the Learning Objective)	Learning Objective partially achieved
✓✓ (next to the Learning Objective)	Learning Objective achieved
•	Incorrect answer (not a cross)
～～～ (sp above word)	Spelling error to be corrected 3 times
◯ (circled letter)	Incorrect use of capital letter
___ (line under writing)	Missing or incorrect punctuation
～～～ (wavy line under phrase)	Grammatical error
∧	Missing word/phrase
? (in margin)	Writing does not make sense
//	Start a new paragraph/line
⌐_	Next steps

Codes

VF	Verbal Feedback
I	Independent
S	Supported (by an adult)
GW	Group Work (supported in a group)
PA	Peer Assessment

More than one code may be used, for example I (Independent) and GW (Group Work) where the work has been completed without adult support but in a group setting.

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Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Paula Gudger	HLTA		
Nicki Guyll	HLTA		
	Co-Chair of Governors		