

Marking and Feedback Policy 2022-2023

At Welton Primary School we aim to provide a consistent approach to marking which is age appropriate and meaningful. We believe that all children are entitled to regular feedback on their learning in order to help them make progress and as part of the assessment process. We believe that marking and feedback should be focused on making progress in learning and on valuing efforts towards this.

Aims

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

- show that we value their work and encourage them to do the same
- offer them specific information on the extent to which they have met the WALT (We Are Learning To) and/or success criteria for that lesson
- identify next steps in their learning
- gauge their understanding and identify any misconceptions
- provide a basis for both summative and formative assessment
- inform our future lesson-planning

General principles


- The child must be able to read or access comments made and be given time to do so.
- Comments should be appropriate to the age and ability of the child and may vary across year groups. For example, marking codes are generally used in EYFS and Y1 rather than written comments. SEND should also be taken into consideration when commenting on work.
- Comments will focus on only one or two key areas for improvement.
- Sharing the WALT and the key expectations for the task are integral to meaningful marking and feedback.
- Whenever possible, marking and feedback should involve the child directly and should be part of the lesson.
- We expect children to respond to marking where appropriate. Time will be given as appropriate for children to reflect on the marking and make any edits/corrections as necessary. Children may also initial the marking to show that it has been read and understood.
- Children regularly mark their own or another child's work. The teacher should review this marking where appropriate.
- Children should be encouraged to assess their work ahead of final marking, using success criteria provided by the teacher. This helps the children to self-reflect at each step of the learning process.

- Adults will use a range of agreed symbols to enable all learners to quickly identify next steps and actions required from the marking.
- A written comment (or marking codes) using green and pink marking pens will be made at least once a week in English and where relevant in Maths books.
- We do not expect work to be marked in foundation subjects. Feedback that will support progress in learning will be verbal and given to the whole class.

Marking Policy Codes and Colours

Got it Green!	<p>Green ball point pen writing/tick/symbol indicates something that has been achieved in relation to WALT/success criteria/toolkit for the lesson or to individual targets.</p> <p>Pupils may use a green highlighter to identify their own achievements</p> <p style="background-color: #00FF00; color: black; padding: 2px;">Comments on achievements will be made in green</p>
Practise it Pink!	<p>Pink ball point pen writing/dots/symbol shows where there are improvements to be made. There may be a question to answer.</p> <p>Pupils may use a pink highlighter to identify their own next steps</p> <p style="background-color: #FF00FF; color: black; padding: 2px;">Comments made in pink show next steps</p>

Green symbols	Pink symbols
I like this ✓	Capital letter (ABC)
Verbal feedback Ⓟ	Finger spaces Ⓜ
Correct punctuation ○	Missing punctuation ○
Class teacher CT	Conjunctions ∩
Teaching assistant TA	Incorrect spelling — sp in margin may also be used
Supply S	Full stops ○

Independent	I don't understand 
Buddy	New paragraph 