

St Mary and All Saints Feedback and Marking Policy

It is expected that marking will always be combined with verbal feedback. Marking consists of comments celebrating the successful elements of improve.

Marking and developmental comments (next steps) should focus on targets, the intended learning and reflect the success criteria of the lesson. Written feedback must always be appropriate to the age and understanding of pupils.

In foundation and key Stage 1 codes are used to make marking accessible for the children. The codes will continue into KS2 and be used in the margins of books in order to maintain presentation and basic skills. Codes can be used by the children to peer and self-mark and this must be done in purple pen. Self and peer assessment must be reviewed by the teacher and pink and green used to show agreement or correct any misconceptions.

Regularity of feedback & Marking

It is expected that all work is read and marked with a pink and green highlighter (*ticked pink and green for growth*). Detailed marking must happen for every child at least twice a week for all core subjects this includes the highlighter and pink and green comments which the child must respond to in purple pen.

Codes:



Finger spaces required

CL	Capital letter(s)
FS	Full stop(s)
SP	spelling
P	Improve presentation / handwriting
^	Omission / missing word
MP (! ?)	Missing punctuation
//	New paragraph

VF

Verbal feedback given

AD

Adult directed task (Mainly EYFS)

CI

Child initiated task (Mainly EYFS)

S

Supported by an adult

I

Independent work

G

Group work

SW

Shared work

C

Copied

Marking codes for SEND children:

As SEND children are supported in a variety of ways, it is important to indicate the degree of support provided (in each task) so that progress can be determined over time. An 'S' for support is not sufficient for SEND children.

-  Self-Scaffolding: the highest level of pupil independence. TAs/Teachers observe, giving pupils time for processing and thinking.
-  Prompting: TAs/Teachers provide prompts when children are unable to Self-Scaffold. Prompts encourage children to draw on their own knowledge, but refrain from specifying a strategy.
-  Clueing: Children often know the strategies or knowledge required to solve a problem, but find it difficult to recall them. Clues worded as questions provide a hint in the right direction.
-  Modelling: Prompts and clues can be ineffective when children encounter a task that requires a new skill or strategy. TAs/Teachers, as confident and competent experts, can model while children actively watch and listen.
-  Correcting: Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, adults should always aim to encourage a higher level of independence first.