Longridge Church of England Primary School

Marking and Feedback Policy

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

At Longridge Church of England Primary School, we believe that all marking and feedback should be meaningful, manageable and motivating.

Meaningful: Marking can vary by age group and subject. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

We aim to ensure pupils know the right answers to these two questions:
1. What am I doing well in this subject?
2. What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

We feel that a one- stop strategy for all subjects will not meet the needs of our pupils. Consistency across our school is still important, but this will come from consistent high standards and expectations along with use of the marking code (see below). Shared expectations of marking will help everybody to be clear about what is required of them, but in each subject and key stage, teachers respond to the different workload demands as they see fit and draw on their professionalism to create meaningful and manageable approaches.

Teachers and TAs mark in **blue pen** and mark work by ticking if correct and crossing if not. Work should be marked soon after completion with verbal feedback given, if needed. If written comments are used, children must be given the opportunity to respond to these comments at the earliest convenience.

Symbol	Function
^	Omission: a word (or letter) is missing
O	Wrong case (upper/lower) or wrong / missing punctuation
—	Spelling error
Finger spaces	Finger spaces
?	Does this make sense?
→	Fix it/Next steps
Sp (x3)	Write your spelling error 3 times
VF I S Int	Verbal Feedback Independent Support Intervention

Symbol	Function
^	Omission: a word (or letter) is missing
O	Wrong case (upper/lower) or wrong / missing punctuation
__	Spelling error
?	Does this make sense?
～～～	Vocabulary: wrong word / choose a 'better' word
//	New paragraph needed
H	Homophones
→	Fix it/Next steps
Sp (x3)	Write your spelling error 3 times
VF I S Int	Verbal Feedback Independent Support Intervention

During the writing phase in English constructive comments (written or verbal) should be given during the build up to a written piece.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress.

Spelling
Not all spellings should be corrected, we use our teacher judgement and knowledge of the child.

X
An **x** is used to mark an incorrect answer.

✓
A tick is used to indicate a correct answer or used to identify specific positive features within a piece of work.

Team Points
We use team points to celebrate achievement/effort/progress at the end of written pieces.

Green pens
In KS2, green pens are used by our children to self-assess or edit their own work.

RE
The Questful RE ladder of assessment is used to make judgements about the level of individual children's achievement. There are no specific assessment tasks in RE as every task can be assessed and contribute to the expected achievements. In each unit there is a list of expected outcomes which relate to the ladder of assessment. Staff will sometimes annotate a piece of work using the marking ladder symbols.

End of Key Stage 2

End of Key Stage 1