



# Cherry Tree Primary School

## Marking and Feedback Policy

Sept 2018

### PHILOSOPHY

At Cherry Tree Primary School, we believe that the marking of pupil's work is a positive and important part of our pupil's learning experience. We think that marking and verbal feedback will ensure that pupils feel that their work is valued and they know what they have to do to improve.

### AIMS

1. Marking will be matched to the learning objective or success criteria of the work.
2. It will be differentiated to the needs of individual pupils, according to ability and maturity.
3. To encourage pupil responsibility for checking their own work.

### OBJECTIVES

We will accomplish the above aims by developing a range of strategies, including:-

- Pupils reading through their own work and editing as appropriate using purple polishing pen.
- Pupils are expected to reflect on their own work next to the learning objective by using traffic lights (RAG rating).
- Discussion with a response partner or with a teacher/TA
- Staff will mark the pupil's work promptly.
- Pupils will be encouraged to write, in their books, a response to the teacher's marking, where appropriate.

### MARKING GUIDELINES CURRENT PRACTICE FOR ALL WRITTEN WORK

- Staff should mark using a green pen to contrast with pupil's writing.
- Staff should mark according to success criteria, where appropriate. We use highlighters to mark across the curriculum: Pink for Perfect, Green for Growth and Yellow for Spell. Good aspects of a piece of writing may be underlined or double ticked.
- Pupils must be given time in further sessions to respond to teacher marking.
- Spellings, punctuation and grammar should be corrected according to the needs of the individual pupil and in line with learning objectives. Staff to be mindful of pupil's ability and maturity as well as focusing on the learning objective.

### **Maths**

- Marking must be in green pen and should be positive i.e. use ticks, dots, ?, or 'see me' with no crosses. Highlighters can be used if it is appropriate.
- Pupils should be given time to respond to corrections using their purple polishing pen.
- Peer or self marking should be in a contrasting colouring pencil. The pupil marking the work must put their name or initials.
- Next steps marking must consolidate or extend the learning e.g. ask more challenging questions based on the same topic, write a word problem to apply their knowledge or put in a destination question. The marking may involve the teacher modelling a new or different way to answer a question. This should be evident two to three times a week in maths books.

### **EYFS**

- Where appropriate work is annotated with observations and next step marking. This is verbally communicated to the child. Tapestry is used to communicate to parents. Pink highlighters should be used in the summer term.





<b>Early Years Foundation Stage Marking Guide</b> <i>TAs/ Cover Supervisors to initial work in all Key Stages</i>	
VF	Verbal Feedback
Ⓢ	Independent
😊	Well done
CIL	Child Initiated Learning
AD	Adult directed
AD/I	Adult directed and then independent

<b>Key Stage 1 and 2 Marking Guide</b> <i>TAs/ Cover Supervisors to initial work in all Key Stages</i>	
VF	Verbal Feedback
p ○ g ○	Paired
Ⓢ	Supported (Group work/ Paired Work)
SP_	Spelling (SP in margin, misspelt word indicated in yellow highlighter)
✓ or highlighting	For specific Evidence of S.C.
⦿	Missing full stop.
○ or CL	Missing capital letter
✓✓	For exceptional vocabulary or good punctuation.
●	Maths Only - Incorrect answer which can turn in to a tick
Purple pen	Corrections/editing

<b>Highlighting colour codes</b>
Pink for perfect
Green for growth
Yellow for spell

