



## SEA MILLS PRIMARY SCHOOL

Aspire • Believe • Succeed

### Feedback and Marking Procedure Sept 2022



This document sets out how to use feedback and marking to ensure children achieve well and make good progress. Effective feedback is essential to pupil's learning and successful implementation of this procedure will provide pupils with a thorough understanding of the strengths in their work and also areas they need to develop.

#### Purposes

- Teachers (including LSAs) assess learning and use this information to adapt and plan their teaching appropriately.
- Feedback allows children to celebrate success, revisit and change misconceptions, edit and improve their work and understand their next steps.

#### Guidelines

1. Every piece of written work will be marked. At least one piece of detailed marking will be completed per week for writing and maths.
2. Marking will relate to lesson objectives which should be shared with the children. The use of WALT statements (We Are Learning To) and success criteria (including toolkits) will make clear to pupils what the expectations for the lesson are. If the WALT has been achieved then the teacher will highlight next to it in green.
3. Every class will have an 'Every time we write' board so that children know what the expectations are for each time they write (full stops, presentation etc.). This means that these expectations do not need to be used as a WALT.
4. When marking in more depth, where aspects of the learning objective or success criteria have been achieved they should be highlighted in green. An area to be improved can be highlighted in pink. Whenever possible, there should be more green than pink. Comments celebrating success can be written in green but they should be kept to a minimum to make marking manageable – a sticker may do the trick! There is no point writing out what the child has done right just highlight it. Next steps should be written in pink next to the step symbol. These are most powerful when the child can make the change to the piece of work marked or revisit a concept, for example, 'Join these two sentences with a conjunction' or 'How many miles would he have walked in 4 hours?'
5. Highlighters should only be used for underlining. Only coloured biros should be used to write in pupil's books including ticks. Felt tips and highlighters **should not** be used to write in children's books.

6. Children should be given time to read, think about and respond to marking. The editing code will be used to prompt children to improve their work appropriate to their age. Children should use purple biro to improve their work following marking.
7. When verbal feedback is given, the teacher can mark the work with V. Ongoing assessment will inform teaching input within that lesson and for subsequent teaching. A range of strategies (fist of five, thumb scale etc) will allow teachers to 'check in' with learners so that they can support and extend learners appropriately.
8. Teachers can use stickers, stamps or written feedback. A differentiated marking code is used throughout the school which is differentiated by stage not age. Phonics, spelling and technical vocabulary will be marked appropriate to the phase the child is working at.
9. Teachers/LSAs should mark supported work with an S.
10. Peer marking can be used but should be carefully modelled and managed and be clearly indicated in books. Children should write in purple when self or peer marking.