

Vigo Primary School



Marking and Feedback Policy September 2024

Principles:

Our marking and feedback policy is based on the principles that:

- Children have the right to have their work acknowledged and, to be given feedback on their achievements and to be given advice for their future learning;
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning;
- Regular marking keeps the teacher in tune with the individual needs and abilities and helps to raise standards.

At the heart of effective marking is the 'interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils' need to do next, with the primary aim of driving pupil progress' (Eliminating unnecessary workload around marking, March 2016, p5). We stand by the principles set out in 'Eliminating unnecessary workload around marking' that marking should be **meaningful, manageable and motivating**.

Aims:

To support and reward achievement and effort and to celebrate progress.

To drive pupil progress

To raise expectation and aid consistency of standards.

Objectives:

- To ensure that work is valued and rewarded.
- To maximise pupil progress through high quality feedback
- To provide regular feedback to pupils to enable them to reflect on their learning or improve their performance.
- To enable the pupils to have higher expectations of their performance.
- To ensure targets set are met
- To ensure Assessment for Learning

What Marking looks like at Vigo Primary School:

Work will be marked using a pink highlighter alongside purple pen for comments.

Pink Highlighter:


Indicates evidence to show an element of the Learning Objective or Steps to Success has been met. Such evidence will be underlined by the teacher or LSA.

Purple Pen:


- Next Steps and positive comments will be written in purple pen at the end of the lesson's work by the teacher.
- In English and maths there should be a fair balance of verbal in the moment feedback and Next Step marking. Every child should have in depth next step marking once per week in each core subject and whenever a longer piece of writing has been produced. Using adaptive teaching, lessons and learning will be adapted to ensure children are given the input to meet their next steps marking comments. This could be a next step that the child needs to go back and work on in the marked piece of work, or something to learn and apply going forwards.
- Next Step marking is used to maximise pupil progress with reference to the learning objectives and Steps to Success. In some instances, the next step marking may take the form of a keep up group where an area of need has been identified.
- Children must be given time to work collaboratively with a peer or individually to respond to their marking.

Symbols:

Key Stage 1:

Comment	Symbol
Achievement against the learning objective/steps to success	pink highlighter 
Excellent	√√ (purple double tick)
Spelling error (of a word the child should be able to spell themselves)	Sp (by the error)
Punctuation error	'e' (in the margin or within text)
Uplevel *	↑ (followed by what the child needs to improve)
Teacher intervention during the lesson**	TI
Keep up work	KUW
Independent	I (ticked on front sheet)
Learning achieved through peer support	P (ticked on front sheet)
Learning achieved with support	S (ticked on front sheet)
Learning achieved requiring significant support	G (ticked on front sheet)

Key Stage 2:

Comment	Symbol
Achievement against the learning objective/steps to success	pink highlighter 
Excellent	√√ (purple double tick)
Spelling error (of a word the child should be able to spell themselves)	Sp (in the margin)
In time when an error is made that the child should be able to correct themselves (punctuation/spelling)	'e' (in the margin)
Uplevel *	↑ (followed by what the child needs to improve)
Teacher intervention during the lesson**	TI
Keep up work	KUW
Independent	I (ticked on front sheet)
Learning achieved through peer support	P(ticked on front sheet)
Learning achieved with support	S(ticked on front sheet)
Learning achieved requiring significant support	G(ticked on front sheet)

All codes will be in purple, unless otherwise shown.

*Next steps will be given where appropriate. There is no expectation that this is any more than once a week.

**Where the TI (teacher intervention) code is used, work that follows this should demonstrate that the misconception has been successfully addressed.

Guidance for marking by teachers:

Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next;
- Misconceptions identified are addressed swiftly through teaching;
- The child has the opportunity to read and respond to the marking soon after the event;
- It is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- Marking is most effective in the presence of the child;
- Marking should give prompt response to children in order to address errors or misconceptions and to maximise learning;
- All work in all subjects must be marked promptly;
- Children should be given time to read, reflect and respond to marking;
- Effort should be acknowledged alongside achievement;

Marking and feedback should take some of the following forms, as appropriate to the work:

- The focus for marking will be shared with the children e.g. *Learning Objective: To use capital letters and full stops correctly in my writing* (Learning Objectives to be shared during the lesson, usually, but not always at the beginning).
- In English Steps to Success (using the school format) will be used to mark against.
- Not all incorrect work need necessarily be corrected as this may harm self-esteem but the teacher must be aware of gaps in understanding and work to address these.
- Children should only be asked to correct spellings of words they should know how to spell.
- Marking is to assist improvement and to move learning forward. If it becomes apparent that a child has not understood the objective, the child will receive extra teacher support and the approach to learning will be reviewed.
- If work is marked by someone other than the class teacher, this will be indicated by the marker's initials alongside the work.
- The level of support the child has received will be indicated by the marker using the identified symbols. The definition of supported is that the child has worked with an adult who will have prompted them and helped facilitate learning, with guided defined as relying heavily on adult direction to complete the task.
- For the marking of oral / practical work, such as music, PE, speaking and listening, etc., verbal comments will be given and recorded on a grid sheet, if appropriate.
- Assessment for Learning is an invaluable tool to assist feedback to children as it is an excellent way of enabling pupils to reflect on their performance and acknowledge effort.

Assessment for Learning:

Assessment for learning and in lesson forms of feedback are a major part of the work we do at Vigo. Strategies like pair and share, quick quizzes, questioning and 'show me' tasks all help support the teacher in facilitating learning, moving children on and identifying misconceptions.

Guidance for peer/self-assessment:

Peer and self-assessment have a key role to play in making and feedback. They empower children to take control of their learning. Children should be involved in the marking of their own work, taking age into account.

In line with AfL strategies, within most lessons children should have the opportunity to assess their progress, or that of others, against agreed success criteria.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons on AfL is beneficial to the learning.

Green pens are to be used for peer editing and self-editing.

Use of 'honesty cards':

We encourage the use of honesty cards, where appropriate, in lessons. For honesty cards to be used effectively, children need to be trained in how to use them, including what to do when their work is incorrect. Where children have marked their own learning, the teacher still needs to have oversight over this in order to assess the level of understanding and next steps for pupils.

Recording AfL (thought bubble stickers):

Sometimes an adult may work with a child who verbally gives a well-reasoned explanation of their learning but they are unable to record it themselves, in these instances an adult will record this for them.

In Key Stage 2, children will often reflect on their learning, for example, they may be asked which of the sentences they have written has the biggest impact on the reader and why; again, to record this, a thought bubble sticker will be used with the child recording their opinion.

Sometimes photos may be used to record learning. If this is the case there needs to be a written explanation of what the learning involved was and the thought bubble sticker can be used by the child to record their own reflection on what they learnt.

Entitlement:

All children are entitled to receive regular feedback appropriate to the age and ability of the child.

All pieces of work in books should be acknowledged in line with the approaches listed above: i.e through in the moment teacher marking, next step marking, peer-marking or self-assessment.

Special Educational Needs and Disability:

Teachers will ensure the type of marking is appropriate to the ability and needs of the child, to ensure that marking supports achievement and effort.

Success Criteria:

We will know our marking policy is successful when:

- It is evident that marking is impacting positively on pupil progress and future learning is addressing misconceptions identified.
- Forensic scrutiny of work will show common errors and misconceptions identified in a child's work will be addressed by the teacher and progress will be made.
- Marking is consistent and is in line with the policy.
- It is viewed by the children as a helpful and positive prompt to move their learning forward.
- There is evidence that success has been rewarded by Dojo points/house points or other positive feedback.
- Curriculum Leaders bring findings or concerns to the attention of all staff at a staff meeting after informing the Headteacher.

Resources:

Adults to use purple pen and pink highlighters for marking.

Thought bubble AfL stickers.

Green pens or pencils to be used for peer and self-editing.



Vigo Primary School Key Stage 1 marking code

My teacher will mark my work in purple.

My teacher will highlight where I have met my Learning Objective
or Steps to Success in pink in my book.

My teacher will reflect on my learning on the cover front sheet

I will see these symbols in my book:

Comment	Symbol
Achievement against the learning objective/steps to success	pink highlighter
Excellent	√√ (purple double tick)
Spelling error (of a word the child should be able to spell themselves)	Sp (by the error)
Punctuation error	'e' (in the margin or within text)
Uplevel *	↑ (followed by what the child needs to improve)
Teacher intervention during the lesson**	TI
Keep up work	KUW
Independent	I (ticked on front sheet)
Learning achieved through peer support	P (ticked on front sheet)
Learning achieved with support	S (ticked on front sheet)
Learning achieved requiring significant support	G (ticked on front sheet)

All codes will be in purple unless otherwise shown above.




Vigo Primary School Key Stage 2 marking code

My teacher will mark my work in purple.

My teacher will highlight where I have met my learning objective in pink in my book.

My teacher will reflect on my learning on the cover front sheet

I will see these symbols in my book:

Comment	Symbol
Achievement against the learning objective/steps to success	pink highlighter 
Excellent	√√ (purple double tick)
Spelling error (of a word the child should be able to spell themselves)	Sp (in the margin)
In time when an error is made that the child should be able to correct themselves (punctuation/spelling)	'e' (in the margin)
Uplevel *	↑ (followed by what the child needs to improve)
Teacher intervention during the lesson**	TI
Keep up work	KUW
Independent	I (ticked on front sheet)
Learning achieved through peer support	P(ticked on front sheet)
Learning achieved with support	S(ticked on front sheet)
Learning achieved requiring significant support	G(ticked on front sheet)

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