



# Rush Green Primary School

Marking and Feedback Policy



Rush Green Primary

## Marking expectations

- Be based upon a consistent and clear system that is carried out throughout the school (every day for Mathematics and English and foundation subjects marked so they are ready for the next lesson).
- Ensure that misspellings and grammatical errors are highlighted in all subjects.
- Misconceptions are addressed and corrected in all subjects.
- In foundation stage books (including science), highlighters do not need to be used. Use the marking code to address grammar issues and 'VF' to indicate a misconception being addressed.
- The best marking is 'live' with the children ('on the hoof'). Where verbal feedback is given, the code 'VF' should be used and there is an expectation that there will be an impact.
- 'Live marking', should notify the pupils of their strengths and areas for development, and should be highlighted using pink and green (yellow for maths) highlighted to help the pupils remember.
- Where VF hasn't been possible, include a scaffolded prompt to give the child another opportunity to demonstrate they have understood the learning objective. Examples of scaffolded prompts are included in the appendices.
- Use marking codes.
- Any comments given are to be succinct and have meaningful impact.  
(Next step comment should only be used when appropriate, ie misconceptions not addressed in lesson. This must always be acted upon by the child and followed up by staff.)
- Marking should be completed by all members of the teaching team, including teaching and support staff, who have contributed to a particular area of learning.
- When homework is submitted, it should be marked using non-detail.

## Marking Code

A copy of our marking code (see appendix 1) will be pasted on to the back cover of each child's work book. A copy of the marking codes for English and Mathematics is at the back of this policy.

- The teacher comment to be in red.
- Teaching Assistants' should mark using green pen.
- Teachers will use their professional judgement, especially around 'I' and 'GW' based on the age and needs of the children.

## Spelling errors

- EYFS, underline, then write the correct spelling for any simple CVC words. Underline the tricky part of high frequency words for the child to correct.
- KS1, **sp** above word for the child to go back and correct it. If needed, teacher to write correct spelling in margin.
- KS2 **sp** to be written in the margin for the child to identify and correct. (Teacher to use their judgement of the age and stage of the child.)
- Bookmarks for spelling errors to be used for KS1 and small dictionary books to be used in KS2.
- Use teacher judgement regarding the **amount** of spellings to correct within a child's piece of work.

## Codes

**GW** – Guided Writing

**TA** – Teaching Assistant

**ST** – Supply

**I** – Totally Independent (where appropriate)

**The RGPS 5-Point Learning Check = +6months/+4 months (especially where individual instruction is given as a result)**

1. Ensuring children understand what they are learning.

The 5-point check is:

- Check understanding at the end of the teaching point (all about AfL). Follow up on misconceptions, nurture and direct learning. Do all children understand what and how to do something and are they able to access the task? Revisit concept maps in the subjects where they are used
  - Stop the lesson part way through the main activity (approx. 10 minutes in) and check learning against the success criteria. Are all children learning? Do some children require further support/challenge?
  - On the hoof marking is carried out by adults in the classroom and misconceptions addressed as they happen through verbal feedback and one to one/small group support.
  - During the plenary, assess learning
  - Marking and feedback is carried out at the end of the day. On the hoof 'live' marking is always best!
2. Pre-assessment can be carried out to assess what the children do not know but it is worth remembering that **children do not know what they do not know**, so using this as the sole basis for planning the next steps, is not appropriate.

**MONITORING AND REVIEW**

We are aware of the need to review the school Marking Policy regularly so that we can take account of new initiatives or changes in the curriculum.

Reviewed October 2013

Reviewed September 2014

Reviewed January 2016

Reviewed September 2018

Reviewed November 2021

Reviewed January 2022

Reviewed June 2023

## APPENDIX 1

Examples of the school marking codes; these should be affixed to the inside of children's literacy and maths books

### EYFS Marking Code



<b>VF</b>	Verbal feedback given
<b>I</b>	Independent writing
<b>WS</b>	With support
<b>ST</b>	Supply teacher taught the lesson
<b>WM</b>	Word mat used
<b>SM</b>	Sound mat used
	<b>TICKLED PINK</b> – great work that meets the objectives or targets.
	<b>GRUMBLY GREEN</b> – check and change. Work to be improved.

### Year 1 - 6 Marking Code



<b>p</b>	Look to see which punctuation mark has been missed or misused.
<b>sp</b>	Use a dictionary to correct your spelling.
<b>g</b>	Your use of grammar is incorrect - correct your grammatical error.
<b>VF</b>	Verbal feedback given
<b>GW</b>	Guided writing
<b>WS</b>	With support
<b>ST</b>	Supply teacher taught the lesson
	<b>TICKLED PINK</b> – great work that meets the objectives or targets.
	<b>GRUMBLY GREEN</b> – check and change. Work to be improved.

### Maths Marking Code

All teachers mark work using a red pen.




- ✓ Correct answer
- • Incorrect answer
- C/T Class Teacher supported
- TA Assisted by support staff
- I Independent work
- WS With support
- ST Taught by supply teacher
- VF Verbal Feedback
- I can correct any work that has been highlighted in yellow.

## APPENDIX 2

Examples of the school's marking code being effectively used

Tuesday 4<sup>th</sup> July 2023  
L.O. To use adjectives to create and describe a new setting.



dark green leaves

brown tree house

bule wood door

The tree house has <sup>SP</sup> bule wood door and it is brown tree house <sup>with</sup> and dark green leaves. <sup>VF</sup>

The yellow flowers are fresh and power full

The roof is <sup>a</sup> dark green wood roof. The tree house is in the best forest. ✓

I like that you have used 'and' to extend your sentence.

VF- Punctuation ✓

<sup>SP</sup> blue blue blue blue ✓

'VF' marking code is used to highlight that verbal feedback was given mid-lesson to assist pupil in developing their work further – and as a result, has added full stops

Where child has misspelt the colour 'blue' as 'bule', this has been written below and three opportunities given to practise it

Monday 3rd July 2023

L.O. To use expanded noun phrases to describe a character.

I

Name: Lily

Adjectives to describe my appearance:

- ~~blue~~ blue and pink shirt
- long black hair
- blue shoes
- purple t-shirt
- green tights
- brown eyes



Teacher has used the 'sp' code to show an incorrect spelling and has written this out correctly

Adjectives to describe my personality:

- kind
- nice
- good

Lily is kind and she has long black hair. She has a blue and pink shirt. She is nice and good. She has blue shoes. She has a purple t-shirt. She has green tights and brown eyes.

I love that you have used 'and' to join two sentences together!

ir SK ir t sh ir t

Child has used the incorrect grapheme – 'er'. They should have used the alternative grapheme - 'ir'. Opportunities given to practise applying this correctly in other words.

Teacher has highlighted words in pink which have helped the child to meet the learning objective

50613  
 To solve problems involving scaling

**Fljing**  
**Practise**  
 1) Recipe for rhubarb cake:  
 400g flour  
 200g sugar  
 100g rhubarb  
 120ml oil  
 250ml milk  
 2 eggs

Mariam has 180ml of oil. How much milk and flour will she now need?

2) Here is the list of ingredients for chocolate biscuits:  
 200g dark chocolate  
 100g butter  
 225g sugar  
 2 eggs  
 50g self-raising flour

Gra only has 25g butter. How much flour will she now need?

3) Ingredients for chocolate biscuits:  
 200g dark chocolate  
 75g butter  
 225g sugar  
 two eggs  
 50g self-raising flour

A teacher is going to use the recipe with his class of children. He buys a box of 12 eggs so he can make the recipe 6 times. Sugar comes in 500g bags. How many bags of sugar will the teacher need?

BA

**Recipe**  
 10 strawberries  
 1/2 litre of orange juice  
 250ml yogurt  
 1 banana  
 Makes two smoothies



Stefan uses the recipe to make smoothies. He uses 1 litre of yogurt.

How many strawberries does he use?

40

Ymir uses the same recipe.

He wants to make 5 smoothies. He has 1 litre of orange juice.

How many more millilitres of orange juice does he need?

250  
 6X  
 2200

400  
 6X  
 2400

2)  $150 \div 4 = 37.5$   
 $237.5$   
 $4 \overline{) 15000}$

3)  $225$   
 $6X$   
 $1350g$   
 So how many bags?  $6 \times 3$

U & A

~~24~~

$\frac{1}{2}$

2)  $250$   
 $125$   
 $375$   
 1) milk =  $250ml + \text{half of } 250ml$

Flour =  $400g + \text{half of } 400g$

Flour =  $400 + 200 = 600g$

Teacher has prompted the child to finish the next part of the question and then checked the child's answer. The teacher has used a dot to indicate that the new answer was incorrect and so the child has fixed their error.

Step-by-step support to address incorrect answer. Teacher supports child by breaking down the problem.





Wednesday 28th June 2023

L.O: To use features of a balanced argument.

Should children have to complete weekly homework?

✓ Homework, daily or weekly, can help children of all ages to consolidate their learning. Many people believe that homework is a vital necessity of school education. Having said this, homework reduces the amount of exercise that children ~~take~~ <sup>achieve</sup>. There are many negative and positive impacts that this balanced argument will examine.

\* which has a negative impact on children's physical health.

There is no doubt that children should have to complete homework. Homework is a second source of education which leads to intelligence that allows many children to earn a job. The majority of school children (different ages) still complete many pieces of homework. This <sup>will</sup> lead to many successful assignments and exams. As a result of homework pupils will become more consistent when reaching secondary school.

which pupils

29.06.23

Other people think that schools should not have to complete homework as it will make young children more stressful. Children of all ages need at least 60 mins minutes of exercise but with homework increasing school children will ~~turn~~ have a negative impact on their

For example (VP)

\* 15 year olds take approximately 5 hours to complete their homework. This will interfere with play time which lets stress. Children, in primary and secondary school, need to relax from everything they have done in school. Even though it reinforces prior knowledge, it can disturb children's sleep cycle. This all <sup>play</sup> into having a negative impact on children's physical health.

Some <sup>teachers</sup> ~~people~~ argue that children should <sup>have to complete homework</sup> because educators need extra time for children to learn. Homework takes up to two hours to complete but <sup>when it comes</sup> it is like an extra two hours of learning. This will help children to consolidate their learning and recap their prior knowledge. Even if it takes up a long time, children need more education so they are able to figure out problems in the future.

Many <sup>parents</sup> ~~people~~ believe that if their child has homework <sup>they can't work</sup> ~~work~~. Parents always have important work so they can earn money. This is very important for life. With the amount of homework increasing, parents are unable to help their children which makes them struggle in many lessons. School learning is already six hours which is a long time of education. Homework can stop children from doing hobbies, sports and play time. Entertainment is much more fun than doing lots of homework.

To conclude my balanced argument, there are several reasons why children should and should not. Since it has a big, negative impact on physical health, it will be wise to answer: no. If you like sports, do you <sup>agree?</sup> <sup>say no?</sup> <sup>how else could this be worded?</sup>

'g' code with green highlighting prompt encourages child to consider the grammar that they have used and to self-edit the sentence.

Pink highlighting throughout indicates the good features within the writing e.g. phrases/vocabulary relevant to the genre, conjunctions, parenthesis etc.

Question encourages child to think of a different way to word the sentence rather than giving them the vocabulary to use. Open-ended prompt.