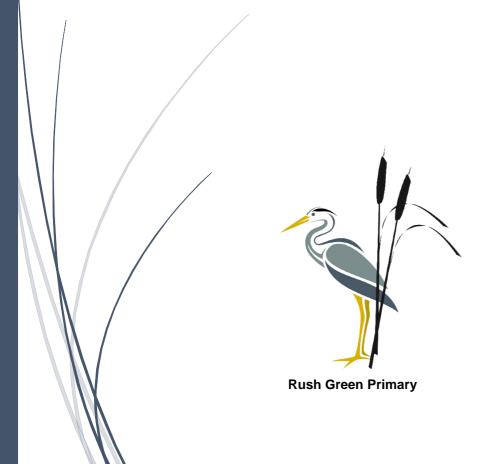
Rush Green Primary School

Marking and Feedback Policy



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!
- 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

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

Year 1 - 6 Marking Code

	.5.
р	Look to see which punctuation mark
	has been missed or misused.
sp	Use a dictionary to correct your
	spelling.
g	Your use of grammar is incorrect -
	correct your grammatical error.
VF	Verbal feedback given
GW	Guided writing
WS	With support
ST	Supply teacher taught the lesson
	TICKLED PINK – great work that meets
	the objectives or targets.
	GRUMBLY GREEN – check and change.
	Work to be improved.

Maths Marking Code

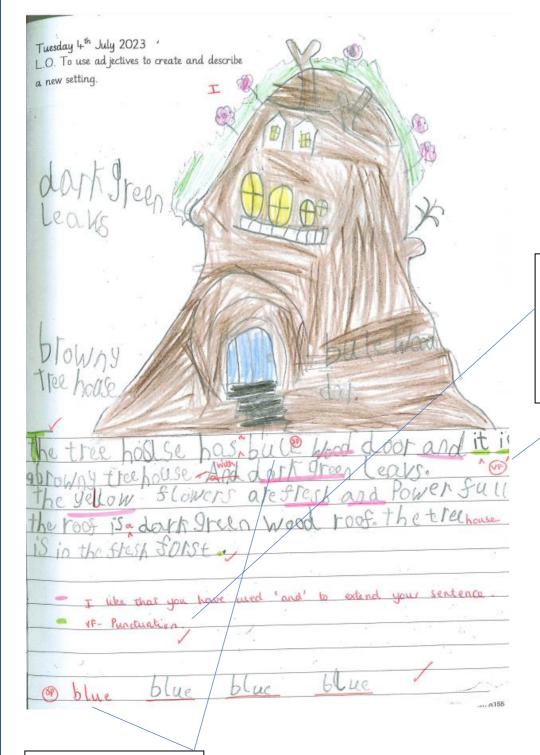
All teachers mark work using a red pen.

- ✓ 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.



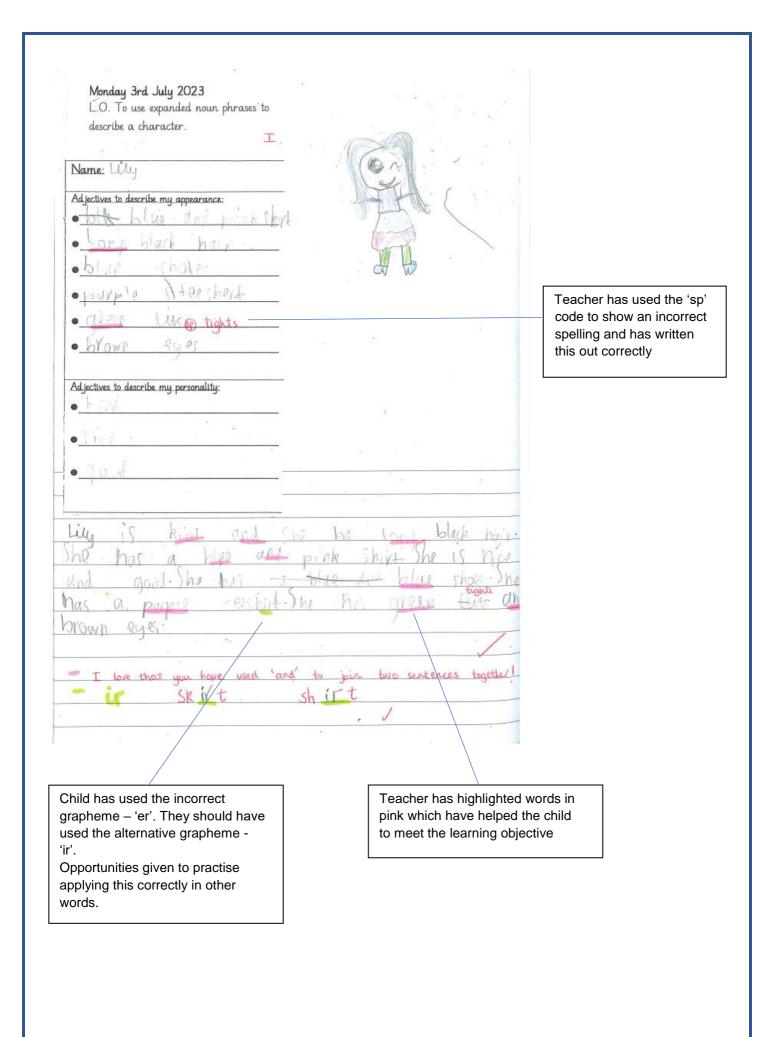
APPENDIX 2

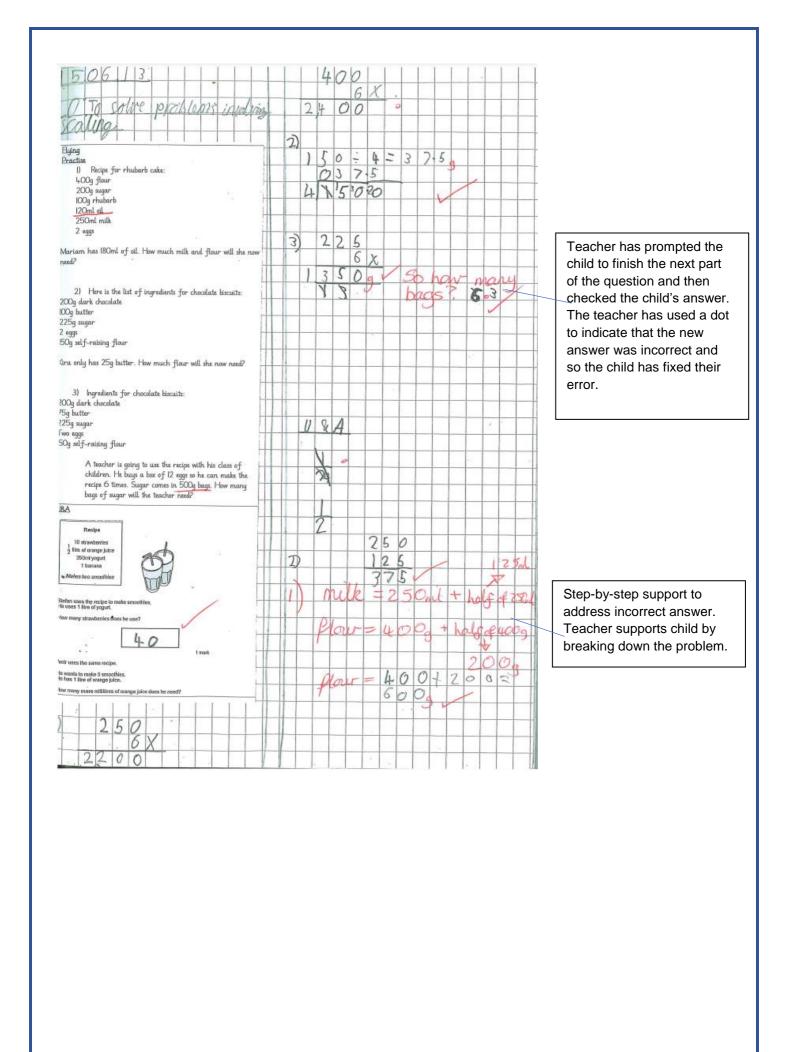
Examples of the school's marking code being effectively used



'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





1	
	Wednesday 28th June 2023
-	LOTO use the feature of a balanced arament
-	TO 10 ms I'm reading of a provide on a literal
-	
	Should Chilldren have to
people	Complet Weekly homwork?
people	
1 1	Homework, dally or weekly can help children of all ages
people	to consolidate their learning. Hotherwork people betieve that
people	
-	home work educates and acts pepole smarters
(V) —	some people aget that homework should be barede
1	because it is exta work and more aney and streets for
	pupils. Thus balanced argument will wook at argument for
	and against against
-	and segens, against
-	arguments
	argument
	One of the main agaments us, should home workbe banded
	H m
100	Children to undersand of the secondary school Work. Home wok.
went -	
topus	10x2 5 pour in Struct 30 School we
· Core	phisical health. Homework helps to know What w
1	baing leptont in teams and children what to
V	clour lesons.
29.06.23	
21-101.23	
1	
(D)	Other people think that, the government Should ban homework allower no turbence for use family bank about their
(VI) a	bank earbecause it can make you a he famile
	time and no sleep. Chilldren Can not complete there
interferon	baling and it interfers with way time and frost
interferes	0404
materes	air. It makes you have no time with
	frends It can interfere with their train ing and
enserase	5-18, should exersus at lest 60 minutes a
exacuse	day.
D-4	

No longer policy.

VF (verbal feedback) used to support editing of writing. Demonstrates to class teacher that the child required support to use a particular skill – useful when assessing writing against APP documents.

Tense highlighted and child is prompted to edit to third person.

Note: keep your own writing on the lines not at an angle to model correct presentation.

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

Wednesday 78th June 2023

LO: To use Seatures of a bolarred argument:

Should children have to complete weekly homework?

Homework daily or weekly can help children of all acres to consolidate their earning. Many people believe that homework is a vital necesseries of school xi which has education that said this homework reduces the impact on amount of exercise that children stat this balanced children many negative and positive impacts that this balanced physical argument hill examine.

There is no doubt that shildren should have to complete whomework. Homework is a second source of education which leads to intelligence that dlows many children to earl a gob. The majority of school children Discerent again still complete many pieces of homework. This will lead to many successful assignments and exams. At a result of homework is exercised to the many successful assignments and exams. At a result of homework is exercised to the many successful assignments and exams. At a result of home work, pupils will become more confident when reaching the converted as it will make young children more streamful.

Other people think that, schools thould not have to complete longwork as it will make young children more streamful. Children of all case, recent of least to this minutes of exercise put with homework increasing school children will tarm have a negative impact on their

All years banes and hoch. This will interfers with play times and secondary which lets stress. Inidian in primary and secondary approximately shool, need to relax from everything that have clothe in Shool Even though it responses there to shool Even though it responses there to complete disturb children's steep cycle. This all Event into having their homenal reactive impact on children should be event of homework traces up to two hours to complete however traces up to two hours to complete but it is the own that the property of the prop

'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.