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# MARKING AND FEEDBACK POLICY

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**BUTTSBURY  
PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

KEY STAGE EYFS/KS1 POLICY -  
To be read alongside the KS2 policy

Approved by:	Full Trust Board
Last reviewed on:	Autumn 2022
Next review due by:	Autumn 2025

## Effective Feedback Expectations

We believe that effective feedback and marking should always have a purpose. Feedback is vitally important as it forms a part of the learning, teaching and assessment cycle.

If marking is done well it has two functions: it provides an assessment record for the teacher and it provides quality feedback to the child. The ultimate aim is for it to have a positive impact on the children's learning.

Children should be made aware of their successes through positive feedback and marking informed by pupils' individual learning needs and previous assessments. Areas of improvement need to be identified so that children are aware of how they can improve and the outcomes will be fed back into the planning. Comments should relate to the lesson's learning intentions and the steps to success so that the children can recognise how their achievements compare with expectation, and be aware of their next steps in their learning journey.

*“Effective marking is an essential part of the education process. At its heart, it is an 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)

An important element of feedback is to acknowledge the work a pupil has done, to value their effort and achievement, and to celebrate progress.

At Buttsbury Infant School we believe effective marking is one way of giving feedback: it should be meaningful, manageable and motivating.

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking needs to be manageable for both the child and the teacher.
- **Motivating:** marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

### Types of Feedback

**Verbal** feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based or to the whole class. It is effective in closing gaps in children's understanding or covering any misconceptions.

**Written** feedback may be given where necessary and should be short and challenging.

'**Light Touch**' marking will refer to the learning intention by highlighting the title.

'**Next step marking**' may occur at any time. Next step marking is our in-depth marking and must be appropriate for the child in question. For example, if a child finds reading difficult, long lengthy comments are not helpful and pupil conferencing should be used instead. Next step marking includes marking of skills and concepts taught elsewhere, e.g. common exception words, spellings, punctuation, handwriting etc. Children should be given time to read and respond to the written marking in order that the feedback provided has maximum impact on learning. Time for children to respond to marking is ordinarily given during early morning work

## How do we mark children's work?

Feedback marking can take the form of spoken or written marking, peer feedback (verbal or written) and self-assessment (this could be a thumbs up/down activity) depending on the age of the child.

- All teachers use a green pen for comments.
- A marking code has been created (see below), which is designed to reduce teacher time and the need for lengthy comments as well as support children to identify their next steps.

### Marking in English, Topic or Learning Journeys

- We have adopted a colour-coding system to support the children with their editing.

**PINK is THINK** and **GREEN is GREAT**.

**GREEN is GREAT** – The teachers will highlight words, phrases or areas of work to show that the child has achieved well in terms of the learning intention. A teacher may also highlight just the learning intention (title) to show that the child has met the learning intention in that lesson.

**PINK is THINK** – The teachers will highlight areas of work where the child needs to make an improvement. Changes made by the child are in purple pencil/pen. This will be used to guide the child to edit their own work.

### Marking in Maths

When marking calculations, teachers will use a  $\surd$  or a dot to show when calculations are correct or incorrect.

The teacher will use **green** and **pink** highlighters to show whether a child has met the learning intention or they need to look at the work again.

Every child must have their English work and Maths work 'next step marked' at least once per week. Work within their topic book should be 'next step marked' at least once per fortnight.

Marking and Feedback Code	
<b>Green pen</b>	The adult writes in green pen
<b>Green</b>	Green is great I met the learning intention
<b>Pink</b>	Pink is think
	My next steps are
<b>Purple Polishing Pencil/Pen</b>	Children respond to marking
<b>V</b>	An adult gave me verbal feedback
<b>I</b>	I worked independently
<b>AS</b>	An adult helped me today
<b>sp</b>	I have spelt a word incorrectly and need to try again. Corrections to spellings are written 3 times under the piece of work where the teacher has indicated
<b>M</b>	1 merit given

# How my work is marked

Green pen	The adult writes in green pen. Check you have read it.
Green	<b>Green is great</b> I met the learning intention.
Pink	<b>Pink is think</b> How can I make my work better?
	My next steps are...
Purple Polishing Pencil/Pen	I respond to my teacher's comments in purple pencil or pen (if I am in year 2)
V	An adult gave me verbal feedback.
I	I worked independently.
AS	An adult helped me today.
sp	I have spelt a word incorrectly and need to try again. I need to write the correct spelling 3 times under my work.
	1 merit given