



'Doing our best to achieve our best'

# Clarendon Primary School, Nursery & Children's Centre

## Marking and Feedback Policy

### Aims

'Feedback is one of the most powerful influences on learning and achievement,' (Hattie and Timperley 2007)

Marking and feedback at Clarendon Primary School is used to raise attainment and ensure the best pupil progress. We recognise that marking and feedback is vitally important in moving on children's learning. We involve the children as much as possible in marking; including through the use of peer and self-assessment. To ensure that feedback motivates children to make improvements, they are given time to respond to marking comments. Children respond to marking comments and feedback given in green pen and they are expected to follow up on the advice in the next lesson.

### Organisation of marking and feedback

Teachers use **purple** or **pink** to mark and children use **green** to edit or peer mark.

- To support children's progress, detailed written feedback is given in at least **one** piece of written and maths work each week.
- In a deep mark, teachers recognise what went well and give constructive feedback for improvement.
- Teachers will use questions/prompts to move the learning forward and encourage children to revise their work e.g.

**Reminder prompts e.g.**

"add 20 -1" to calculate "+ 19" or "Remember to use capital letters at the start of names"

**Scaffolding prompts e.g.**

"You've added 20 but you wanted to add 19; what do you need to do now?"

"You've missed 3 commas; can you go back and put them in the right places?"

**Example prompts e.g.**

a worked example on the number line showing a jump forward of twenty and a jump back of one to or

A sentence clearly indicating where the improvement has been made

- When work is not subject to a deep mark:
  - - An editing code is used to encourage children to check and revise their own mistakes.
  - - Work will have less detailed check or review against the learning objective and success criteria (these are ticked to indicate a child's grasp of the lesson taught).
- Pupils are expected to respond to teachers marking and improve their work using a green editing pen. There is an expectation that where time has been taken to thoroughly review children's work, children should act upon the advice using time is built into the beginning of lessons for this.
- Achievement in written work is recognised, at the discretion of the teacher, in a range of different ways, for example by being given house points or work being added to Class DoJo.
- Although key spelling, punctuation and grammar errors are identified, we do not necessarily highlight all errors or areas for improvement but will correct some taking into account the activity and needs of the individual children.
- Self and peer evaluation of work may be used to involve the children in the marking process.



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## Clarendon Primary School Marking Code

	Fantastic work		
	Correct		
	Try again - there's something not quite right!		
	Use the whole line		
	Spelling error - rewrite 3 times		
	Missing punctuation or capital letter		
	Word(s) missing		
	Check this makes sense		
	Start a new line or paragraph		
	Finger spaces		
	Go back to this point		
	Next steps		
	Verbal feedback		Extended writing
	Guided group work		Problem Solving
	Supported by an adult		DoJo/Housepoint