



# Wingate Primary School

## Marking and Feed Forward Policy

February 2024

## **Introduction**

The purpose of this policy is to care, guide and support children to develop as learners, to promote the use of quality and meaningful marking in our school and enable all children to learn from the work that they have had marked. In addition to this, our Policy will indicate to other staff and parents/carers how children are developing as learners, what progress children have made and how they can be supported to make further progress and to impact on their learning.

The policy was written by Mrs Binks in consultation with teaching staff and children. It will be reviewed annually by the Governing Body and staff of Wingate Primary School.

## **Marking Procedures**

- Work should be marked with children present whenever possible – verbally or in writing.
- Teachers / Support Staff working with their focus group should make a comment stating the child to adult ratio, learning objective/criteria and/or brief notes on the child's learning. This will be recorded as a footnote using clear handwriting and agreed Teacher codes – number of pupils, who supported, assessment points linked to Learning Objectives. When children have only been prompted and encouraged a P/E should be written in the footnote.
- Draw a line before starting a new piece of work from, Y1 onwards unless starting a new page.
- Over the course of a week each child should have at least one quality mark comment on at least one piece of their work in English and Maths Comments should be linked to the learning that has taken place rather than be a comment about what they have experienced and can be verbal or written. Verbal comments will be annotated with a 'VF'. Any issues will be annotated in the footnote at the bottom of the page.
- Specific points of learning should be picked out and errors should be explained with opportunities for children to respond to any explanations if appropriate. If these are in 'real time' a T should be written next to the misconception/ error to show that it has been addressed within the lesson using blue or green pen.
- When appropriate, the points identified should be corrected by the child.
- Not every mistake needs to be corrected – the purpose of correcting work is to emphasise, consolidate or re-establish the learning.
- To correct a mistake, a dot will be written next to the mistake. The correct answer may be written by the child after reviewing their results alongside the incorrect answer / solution. Books may show annotation of correct setting out if needed and appropriate for the child (dependent on age and ability).
- Errors may need to be addressed throughout the lesson as a whole class, at the end of a lesson through the plenary session or of the subsequent

lesson, or as a key part of a subsequent lesson if expected learning has not taken place.

- Erasers are not to be used except under staff supervision. Children should usually correct mistakes by drawing one line through the error.
- Work must only be marked using blue/ green pen. Peer marking in KS2 should be done using blue pen.
- Gems and stickers may be awarded for achievement and should be used as a means of raising self-esteem. Children are regularly reminded of expectations for addressing success/marking criteria and improving/ maintaining high levels of presentation in their work, and so understand the value of Gems.
- Whenever possible, marking should be positive yet realistic and relate to the learning objective/success criteria and be in line with expected achievement. Marking MUST always be respectful in line with our designation as a Rights Respecting School.
- Children may be invited to show their work to others – staff, children or their family (via photocopy if more appropriate) when they have made significant progress, attainment is high or development points are met or exceeded. Staff employing this strategy MUST prepare the audience (either verbally or in writing) prior to sending the child to show the piece of work.
- Guidance should be given to draw tables and diagrams in work. A ruler should always be used for straight lines.
- From Y1, DUMTUMS should be introduced and applied as fully as possible. Date and title should be left aligned.
- sp should be used to identify specific spelling errors next to the actual word or on the line near it. Not all spelling errors need to be identified. If appropriate, the correct spelling should be given to the child to remove issues with fluency. Persistent errors can be written at the end of the piece of writing by the child if appropriate (within reason).
- g will be used to identify a passage of text that is grammatically incorrect. This again is dependent on the child and circumstance arising from the piece of writing. The purpose is to promote better grammar use, not to be disrespectful to a child's work. One sentence to edit and improve positively will have a much higher impact than a negative comment or mark.

### **Aims of Quality Marking**

To be effective and raise achievement marking should:

- Support and extend children's learning;
- Be positive and constructive – not destructive;
- Be sensitive – and if necessary discrete;
- Be appropriate to the task;
- Be understood by the child;

- Be done while a task is being carried out or as soon as possible after the task is completed.
- Enable children to make effective progress, whatever the context and whether they are working from home or in school.

### **Review**

This policy will be reviewed at least one year from the date on the front page by the HT, staff, children and governors of our school.