



# RUSHDEN PRIMARY ACADEMY

## *Marking and Feedback Policy*

REVIEW PROCESS

FIRST WRITTEN      *September 2015*

REVIEW              *September 2018*

## Overall Aims

At RPA, we understand the importance of effective feedback and marking (M&F). The aim of our marking policy is to provide a consistent approach to marking throughout the academy. Marking informs future planning, provides feedback to children and parents and helps raise standards.

“Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement; marking has two functions: to provide an assessment record and to provide feedback to the child.”

( S.Clarke 1998)

## Effective Feedback

In order for feedback to be effective:

- Clear learning intentions are identified in teachers planning for each lesson.
- The LI is shared with the children either orally or in written form in child accessible language.
- LIs are recorded at the beginning of each piece of written work as succinctly as possible.
- It focuses on the success criteria for the learning intention.
- It takes account of pupil self - evaluation
- It informs the child where successes have occurred.
- It informs the child how and where improvements can be made
- It provides strategies for improvement
- Comments are always in a form that is accessible to the learner.
- Time is given for the child to read and respond to the written feedback, usually at the beginning of the next lesson.
- Children are provided with opportunities to assess their own and one another's work as an essential part of the feedback process
- The outcome of the feedback, along with other assessment information, is used to adjust future teaching plans

At RPA we:-

- Mark using green and pink pen.  
Green comments are used to highlight what the child has done well linked to the LI. These comments are concise and informative. They should not simply be a tick or a smiley face but explain why a particular aspect of a task has been done well e.g. *“Great! You have used some wonderful adjectives”*  
Pink comments referred to as ‘pink prompts’ inform the child of areas to improve or develop further e.g. *“Explain using science words why the flame went out”*

- Correct key errors but avoid over marking and negative responses
- Correct a maximum of three spellings. We correct spellings by writing a lower case *sp* by the word and then writing the correct version at the bottom of the page for the child to rewrite three times

e.g. The boy fell off the ladder.<sup>*sp*</sup>

*sp ladder x3*

*ladder ladder ladder*

- Provide advice about how improvements can be made.
- Feedback is positive and provides praise for success to enhance children's self-esteem.
- Children acknowledge 'pink prompts' and carry out the follow up task in purple. Purple responses need to be acknowledged by the teacher with a tick.
- For Writing and maths it is expected that three pieces of work is marked by the teacher or TA (if appropriate), one piece to be self-marked and one piece to be peer marked. Peer and self-marked work should be clearly stated with a comment e.g. "marked by Freddie". Peer marked work should also follow the policy with regards to comments etc
- Younger children can self-mark and learn to peer mark as the year progresses, this will avoid untidy scribbles in books on other children's work. To avoid unmarked work a practical session could be planned and evidenced in the form of a photograph showing the learning
- When peer or self-marking has taken place the teacher will still look at the work and tick the learning intention. A written comment is not required
- If the work is marked by a supply teacher they must write "supply" at the top of the work