Sketty Primary School
Marking and Feedback Policy

Updated January 2023

Article 29: Education should develop each child's personality and talents to the full.
Erthygl 29: Dylai addysg ddatblygu personoliaeth a thalent pob plentyn yn gyflawn.

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Marking and Feedback policy

Aims

At Sketty Primary School, we believe the learner should strive “To Be The Best They Can Be ". We recognise the importance of clear feedback and marking in order to improve the achievements and progress of all learners. Learners reflect on their learning, know where they are and recognise the next steps in order to progress. We aim to develop learner’s self-esteem and motivation by showing them that we value their effort and achievement. Areas for improvement are identified in order for learners to achieve their set targets. Marking and feedback provides an evidence base, informing an assessment record of learner’s achievement and progress allowing teachers to plan for the next stage of learning.

Marking focuses on the lesson objective and success criteria, as a result, learners will understand clearly where they are and what next steps are needed to progress in their learning. Marking is carried out by teachers, teaching assistants and other suitable adults when appropriate, the learner themselves and their peers. Work is acknowledged, effort and application is recognised and an appropriate amount of work is marked in detail, which clearly outlines where improvements should be made. Marking codes are used to ensure that marking is manageable and meaningful. Learners understand the codes and they are clearly displayed in classrooms and in books. Extended writing tasks are marked in detail at the draft stage with clear next steps included and where improvements need to be made. Learners are given time to act on advice in order to amend and improve their work. Comments and targets are progression step appropriate.

Feedback, both written and verbal, should be acted on as the child is working or as soon afterwards as is possible. Pink and Green highlighters are used to identify areas of success and areas to improve in extended writing; learners leave space in order to make changes e.g. editing pages for extended pieces of writing.



Assessment for Learning Strategies

Assessment for Learning strategies are visible in both in books and in classroom practice. This allows the teacher to assess quickly where the learner is in his / her learning and what the next steps are in order to close the gap and further learning.

Progression Step 1

Verbal feedback. H M I support codes used to show level of support.
Reception – tickled pink and green for growth, success stars.
Mr Marker for Punctuation to encourage use of punctuation.
Sea creature posters – Nursery 2 creatures, Reception – 4 creatures.
Use of success stars and target hands.
In year two, learners write in pencil and make changes in colour pencil.

Progression Step 2

Year 1 and 2 continue to use sea creatures, adding more creatures each year. In Year 3, there is a combination of sea creatures and traffic lights. The learners use the language from Year 2 sea creatures and match this to the appropriate traffic light. Traffic lights are based on effort towards learning.
Year 1 and Year 2 use target feet for next steps - one for writing and one for maths. These are updated every couple of weeks. A star shows achievement.
H M I codes are used to show the level of support. Tickled pink and green for growth are used for targets. Build up to using pink and green for text type hot tasks in year 3. Teachers assess cold task, from this a target is given to learners to self-assess the hot tasks. Maths targets are set by teachers and assessed through 'prove-it' tasks.

Progression Step 3

Learning objectives are shared with learners and recorded in books. Success criteria are teacher and learner generated. Learners write in pen and respond to marking in pencil. Learners use a combination of traffic lights to respond to their learning, commenting on how they found the tasks, sticker questions, exit cards and prove-its. In Year 6, learners move on to a more detailed response and write an 'Annwyl…' message to the teacher to explain how they found their learning and which zone they were in.

Key Messages

- Marking is to address the gap and move learners forward from the edge of their learning to where they need to be – small steps. Marking should show the impact of the teacher.
- Learners need to understand the process and purpose of the marking.
- Being specific. Mark to learning objective and success criteria – peer, self and teacher
- Marking should specify the 'What, Where & When'
- Start with an imperative
- Use marking codes rather than sentences. e.g. Q for Question.
- Be explicit with learner WHY they are doing something – peer assessing, self-assessing etc. Learner to respond immediately to teacher prompts. Use Improving Pencil.
- Assessment Pit Stops built in
- Respond to marking to be built in
- The Marking code is displayed in books
- Regular Book Shares in ADDS meetings where teachers share practice and evaluate impact of marking in moving learners forward and the quality of learner response

Role of Governing body

The Governing Body will:

- Delegate powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Delegate powers and responsibilities to the Curriculum Committee and to the Head Teacher to oversee the development of this policy.
- Monitor and evaluate the school's performance based on summative assessments
- Be responsible for ensuring that the school complies with all equalities legislation
- Be responsible for ensuring funding is in place to support this policy
- Have the responsibility of involving the learner in the development approval implementation and review of this policy
- Be responsible for the effective implementation monitoring and evaluation of this policy.

Responsibility of the Head Teacher and SMT

The Head Teacher and SMT will:

- Ensure that marking and feedback is purposeful and manageable for teachers
- Monitor to ensure that marking and feedback relates to learning objectives informs future planning and individual target setting
- Ensure consistency in marking throughout the school
- Provide supportive guidance for parents
- Work closely with the link governor and co-ordinator

- Provide leadership and vision in respect of equality
- Provide guidance, support and training to all staff
- Monitor and evaluate this policy.

Role of Coordinators and Progression Step Leads

Coordinators and Progression Step Leads will:

- Review and monitor by regularly scrutinising learner's work and undertake moderation exercises
- Provide guidance and support to all staff

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- They use the agreed marking code appropriate for their Progression Step
- That their marking has a purpose and is consistent
- All marking is done as soon as possible for effective learner impact and kept up to date
- The learner receives clear feedback about their strengths and areas for development in their work; this includes text type editing peer assessment, tickled pink and green for growth highlighted work
- Marking and feedback informs weekly planning
- They clearly outline the learning objective and success criteria at start of the lesson
- They remind the learner of whole school and personal targets for success
- They provide opportunities for the traffic light system for teacher and learners to gauge learning experiences
- The learner has opportunity to engage in discussion about future targets
- Learners have the opportunity to celebrate their achievements

Role of learners

Learners must:

- Understand that marking and feedback highlights their strengths and areas for development enabling them to progress
- Understand the marking code which is displayed at the front their books
- Be aware of the next steps for improvement
- Be encouraged to respond during feedback
- Peer assess learners work to share good practice
- Use the traffic light system / zone of learning where appropriate to highlight confidence and understanding of tasks given
- Celebrate their achievements and share their work with others

Role of the School Council

The school council will:

- Discuss improvements to this policy during the school year
- Organise surveys to gauge the thoughts of all learners

Role of the parents

Parents must:

- Be aware of the schools marking and feedback policy
- Realise that marking and feedback highlights a child's strengths and areas for development
- Use the marking as seen in their child's books as basis for discussion on their child's progress
- Be aware that the marking is linked to the learning objective and shared success criteria

Marking Code

The marking code must be:

- Agreed by all staff
- On display in books
- Understood by all learners
- Consistently used by all staff
- Manageable

Marking and feedback

Marking must:

- Be a manageable form of record keeping that feeds into the learner's assessment record
- Be undertaken with the learner where possible
- Focus on whether the child has achieved the learning outcome for a particular area

Feedback must:

- Relate to the success criteria
- Lead to an improvement in attainment by highlighting achievement
- Be positive and constructive
- When written, be presented neatly and clearly

APPENDIX 1

Pupil Codes for Responding to Marking

✓✓	Learning Objective achieved
✓	Correct answer
X	Correction needed
Prove It	Explain or show how you know
	Next Steps
VF	Verbal Feedback
_____	Correction/Check



H	High Support	M	Moderate Support	I	Independent Learning



Pupil Codes for Responding to Marking

Mr Marker



Next Steps

VF Verbal Feedback

^ Missing Word

Correction/Check Spelling

Punctuation . , ? ! ’ CL “ ”

text Tickled pink –

text Green for Growth

H High Support M Moderate Support I Independent Learning



Pupil Codes for Responding to Marking

✓✓	Learning Objective achieved
✓	Correct / good point
/	New line needed
//	New paragraph needed
^	Missing word
G	Grammatical error
sp	Spelling
FS	Full stops
CL	Capital letters
UL	Underline
CW	Complete work
Q	Question. You teacher has asked you a question, please answer.
VF	Verbal Feedback. Your teacher has discussed this work with you
text	Tickled pink
text	Green for Growth



H High Support M Moderate Support I Independent Learning

Where to find help

C3B4Me	Ask three others for advice	WL	Washing Line
WW	Working Wall	WB	Whiteboard
B	In your Book		



Welsh Feedback
PS1

Cymraeg	**What this means**
Gwaith da	Good work
Bendigedig	Fantastic
Da iawn	Very good





Welsh Feedback
PS2

Cymraeg	**What this means**
Gwaith hyfryd	Lovely work
Gwaith da	Good work
Bendigedig	Fantastic
Ardderchog	Excellent
Da iawn	Very good
Ymdrech dda	Good effort





Welsh Feedback
PS3

Cymraeg	**What this means**
Gwaith Hyfryd	Lovely work
Gwaith da	Good work
Bendigedig	Fantastic
Gwych / Ardderchog	Excellent
Da iawn	Very good
Ymdrech dda	Good effort
Da, daliwch a ti	Good, keep at it
Gwaith taclus	Neat work
Camau nesaf	Next steps



