



# Gaddesden Row JMI School Marking and Feedback policy – September, 2021 Review Date: September, 2022

## Policy

### Aims

- To provide standardisation and consistency of practice throughout the school.
- To establish a rationale that reflects the ethos of the school.
- To ensure all staff hold similar and compatible views about the role and purpose of marking and feedback.

## Purpose of Marking and Feedback

- To acknowledge and value pupil's efforts.
- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work and assist pupils by focussing on aspects of work where further development is needed to ensure progress.
- To enable children to reflect on their own work

## Implementation

### Feedback expectations should be in all subjects and in all books

- Feedback marking needs to be **meaningful, manageable** and **motivating!**
- Positive marking is done in pink (for 'tickled pink'); ticking of correct sums, underlining of successful work and positive feedback are all carried out in pink.
- Corrective marking is done in green (for 'growth'); dots for incorrect answers, underlining or circling of incorrect spellings, grammar and next step comments are all carried out in green.
- A sticker should be placed on the front of all pupil books which indicates the abbreviation meanings.
- Marking will be carried out in the presence of the pupil and feedback given.
- Teachers/Teaching Assistants will use a pink pen to mark correct answers.
- A pink triangle will be used to indicate whether the child has met ( $\Delta$ ), partially met ( $\wedge$ ) the learning objective or if they need further input ( $/$ ). This will be used at the end of **every** piece of work.
- **I** will be for independent work. **M** will be used for work that has been first modelled to the children before completing. **G** will be used for children working in a guided group with an adult.
- Green marking and moving on comments will be used through 'live marking' and to the children who are being focused on to close gaps in learning.
- Opportunities for peer and self - assessment should be utilised in lessons as appropriate.
- When self-assessing children may use the triangle notation or write a one sentence summary of their understanding. This should be completed in purple pen next to the abbreviation SA.

- When peer-assessing peer should record their feedback in purple pen next to the abbreviation PA. Children will need careful guidance as to how to make appropriate and relevant comments.

## Frequency of Marking and Spellings

- Marking will take place during the lesson which allows for immediate feedback.
- Marking will link directly to the 'WALT.'
- Spellings will be corrected as part of 'live marking' with the child present.
- There will be the opportunity for children to proof read work and complete corrections using purple pens.

## Abbreviations

I	<b>Independent work</b>
G	<b>Guided Work</b>
M	<b>Modelled work</b>

Triangle Marking – How am I doing? This will be used by the teacher and pupil	
/	<b>You need some more help to understand this learning.</b>
^	<b>You have understood this learning but may need to practise before you are ready to move on.</b>
△	<b>You have understood this learning and are ready to move on.</b>