



**Mill Hill**  
**Primary Academy**  
INSPIRING CREATIVITY & ACHIEVEMENT

## **Marking and Feedback Policy**

**‘Courtesy, Consideration and Respect’**

Updated: September 2018.  
Next Review Date: September 2019.

## Marking and Feedback Policy

### 1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming highly effective and fully engaged learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### 2. Processes

There are three types of marking/feedback used at Mill Hill Primary Academy.

1. Immediate – at the point of teaching.
2. Summary – At the end of the lesson/task
3. Review – Away from the point of teaching (Including written comments).

Feedback	What it will look like	Evidence
<b>Immediate</b>	Gathering evidence from teaching (Mini whiteboards , work in books etc.) Takes place in lesson with individuals and groups. Often given verbally and actioned by pupil immediately. May involve Teaching Assistant to provide support or challenge. May re-direct the focus of teaching . May include annotations from marking code ( Appendix 1)	Lesson observations/learning walks. Some evidence of marking codes. Evidence of progress in books.
<b>Summary</b>	Takes place at the end of a lesson or activity. Often includes whole groups or class, Provides an opportunity for evaluation of learning in the lesson. May take the form of self or peer assessment against success criteria. Will guide a teacher's future planning.	Lesson observations/learning walks. Timetables pre and post teaching based on teaching. Some evidence of self and peer assessment. Changes made to future planning.
<b>Review</b>	Takes place away from the point of teaching. May involve written comments/ annotations for children to respond to. Provides teacher with opportunities for AFL. Leads to adaptation of future lessons through	Acknowledgement of work completed. Written comments and responses/actions. Adaptation of teaching

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	planning, grouping or adaptation of tasks. May lead to targets being set for children.	sequence. Use of annotations to show targets.
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### 3.Non-negotiables for Marking.

All marking is to be carried out in green and pink pen. Year 1 will continue to use coloured fans for feedback .

Children must respond to feedback in a different colour to the original piece of work.

All marking is to be done in clear legible handwriting.

The marking code is to be followed in all cases. (see Appendix 1)

The marking code should be accessible to all pupils in the learning environment.

### 4.Frequency of marking

There are no minimum expectations around frequency of the use of the 3 feedback strategies implemented at Mill Hill Primary Academy. Progress in children's learning and understanding is the key principle and work in books must reflect this – the feedback given will be different for different children, with the teacher choosing the best strategy for each particular child.

### 5.Priorities for marking

Literacy/CLJ/RE/PHSE

Feedback should focus on 3 main priorities

Punctuation

Spelling

Sentence construction.

Successes in these areas should be highlighted in green and improvements highlighted in pink- using the school marking codes ( Appendix 1). The priorities are in hierarchical order and should be targeted as such. Teachers should not try and "fix" everything within the piece of work but focus on the gap that needs closing first.

### Maths

When review feedback is being used, questions that have been answered correctly are to be given a green tick and errors identified with a pink dot. Challenge questions (if needed) are to be written in pink.

### Science

Work should be marked against the 3 writing priorities and then a comment linked to the subject specific Learning Objective made.

### 6.Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Pupil Passports and agreements as appropriate.

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It is the responsibility of the Deputy Head Teacher and Assistant Heads to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

### **7. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

### **8. SEND and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Pupil passport as required.

### **9. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both Maths and Literacy as part of lesson observations to monitor the quality of teaching and learning in the school.

In Foundation Stage this will also include scrutiny of observational assessment and content of the Learning Journey.

This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

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### Appendix 1

Marking will follow the idea that green is good and pink makes us think.

Marking codes are to be used to identify priorities for improvement around Punctuation, Spelling and Sentence Construction.

✓ in margin = this writing is good.

P in margin = Punctuation error.



Circle around word = spelling error.



squiggly line under word = word needs improving.



= Improve your writing here.

( ) around words = re-write this bit to make it clearer.

? in margin = There is something wrong on this line. Find it and fix it.

### Maths:



Correct answer.

▪ Error, needs checking

**Challenge questions in pink.**