

Priory Junior School

Marking Policy

Policy Date: June 2025
Review Date: June 2028



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Feedback and Marking Policy

Introduction

Giving feedback to pupils verbally or through marking work is an important part of the teaching and learning process.

It helps the pupil:

- to know what they have understood and done well
- what they need to do in order to improve.
- to make visible signs of improvement as a result of their feedback.
- feel motivated in their learning.

It helps the teacher with the assessment of:

- pupils' understanding and retention of concepts, skills and factual knowledge
- the planning and the delivery of the curriculum

It should also recognise, encourage and reward children's effort and achievement and celebrate their successes.

Feedback and Marking will be effective when we:

- are consistent
- provide feedback promptly and regularly, which is clear about the steps children need to take to progress further
- give both oral and written feedback
- provide pupils with the opportunity to assess their own and each others' work and give feedback as appropriate
- use the information gained to adjust future teaching plans

Written feedback needs to be legible and clear in meaning, recognising success and providing an effective prompt for improvement.

To ensure all pupils understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts as appropriate to help pupils understand. This may be done through comments, questions, discussions or diagrams.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon the guidance so that pupils may make improvements.

In all our marking, verbal and written, we aim to develop the four purposes of marking for pupils, as stated above.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word' marking which is an indication that feedback has been given. This is to help the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Monitoring and Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Re-Written Sept 2016, following review.

Date of Last Review: June 2025

Date of Next Review: June 2028

Expected Procedures for Feedback / Marking:

Before any book is collected in for marking, children are expected to proof-read and check their work – self-correcting.

For all marking:

- Feedback / marking should be done promptly.
- Work should be marked in terms of the learning objective.
- In a contrasting colour with the children's work; mark in green, with improvement comments written in orange.
- Comments should be positive, constructive and encouraging in tone, and relate to attitudes to learning, the success criteria, or the learning objective.
- Children should be provided with time to respond to feedback/marking. Children's improvements should be completed using the 'purple polishing pens.'
- If a child leaves a lesson for a reason (eg. medical appt / The Ark / music lesson), this will be noted on their work – using code L.
- Art / DT work should not be marked, unless it is the evaluation process.

Improvement Marking:

- Detailed improvement marking will take place weekly within English and maths.
- Improvement marking will focus on the learning objective and success criteria for the lesson. It should be differentiated, and move children on in their learning.
- Three places where a child has been successful in their learning will be highlighted green – these should relate to the comment / success criteria.
- At the end of the work, an improvement comment will be written. It may first inform the child what they have been doing well, and then ask them to make an improvement. This comment will provide the children with something to do, to extend/reinforce their learning. It may be scaffolded, or it may involve further practice.
- Children will be given adequate time to respond.

All Other Marking:

- Teachers will code work (next to the WALT) as follows:
A – to show the learning objective has been achieved.
C – to show where a correction is needed eg. in a maths calculation. This should then be corrected in purple at the start of the next session.
G – to show that a further group session will need to take place for further input (this work will be completed in purple). When the group session has taken place, please tick on the G.
P – when peer assessment has taken place
S – to show where a child has been supported by an adult eg. worked in a guided group with an adult during a lesson
- Half of the children's books will receive a motivating, encouraging comment each day related to attitudes to learning, growth mindset development, and the learning objective.
- Spellings – expectations for year groups are as follows:

- Year 6 – children make use of dictionaries in lessons and identify words in their own writing to check with a dictionary after the process of writing has been completed.
- Year 4/5 – children have an sp in the margin on the line where they may need to check a spelling (no more than three). Children check with a dictionary / word book and correct.
- Year 3 – class teacher identifies 3 spellings to check with children. These are underlined. Children check using a dictionary / word book.
- Supply teachers are expected to use this coding for marking.

Self and Peer Evaluation

- During each lesson, children will be asked to assess how they progressing against the learning objective, using the success criteria to make this judgement.
- Teachers will ask children to show their understanding of the lesson (against success criteria and learning objectives) at the end of the lesson using a 'thumbs up' approach.
- At least once a half-term, children will be given the opportunity to provide feedback on each others work – identifying 3 successes and 1 way to improve – this feedback will be done orally. It is not expected that they will write on each others work.
- Children will edit their independent writing using a purple polishing pen. This may be adding in sentences, changing word choices. It is not expected to be a complete re-writing of their work.
- Children will proof-read their writing at the end of each lesson, using the purple polishing pen to demonstrate changes made.
- Children will be helped to evaluate their progress in their learning using self-assessment sheets. These should be a part of each lesson throughout units of work.