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# Lanesend Primary School

## Marking and Feedback Policy

**Signed:** ..... **Date:**  
(Headteacher)

**Signed:** ..... **Date:**  
(Chair of Governors)

**Review Date:** October 2018 (Every 3 Years)  
**Reviewed By:** Progression Team and Teaching and Learning Group

# Lanesend Primary Marking and Feedback Policy

*Through marking and feedback, we encourage, challenge, reward and motivate our children. We help them to reflect on their work, to guide them in the next steps of their learning for further improvement. Marking and feedback is an essential and powerful tool in the promotion and achievement of high standards. Routine marking and feedback enables effective short-term assessments to be made; it allows teachers to consider the extent to which learning skills have been met and thus leads to informed future planning. **Feedback is the most effective impact on pupil progress.***

At Lanesend Primary marking will:

- Recognise and reward both effort and attainment.
- Reinforce learning and identify misconceptions.
- Be positive, encouraging and challenging.
- Encourage children to become self-critical and independent learners.
- Refer specifically to the learning skills and success criteria of the work.
- Allow teachers and pupils to communicate about the child's work, sharing next steps and expectations.
- Inform future planning and next steps, for both individuals and groups.
- Be completed alongside the child wherever possible.
- Be both verbal and written, reflecting the ability and needs of the child.
- Be undertaken promptly, so that the feedback is most effective.
- Time given to the pupil to correct and improve with and without adult support.

## Marking and Feedback Policy Guidelines

- Marking may be written, verbal or take the form of a symbol.
- Marking will be completed under the direction of the teacher but can include self or peer marking by the children or by a Learning Support Assistant.
- Comments will relate specifically to the child's next steps, learning skills and success criteria outlined at the start of the task.
- Where appropriate, some comments may refer back to previous targets.
- Children should be encouraged to evaluate their own work and others, identifying what they have done well and suggesting ways of improving it further. Effective peer and self-assessment should be modelled by the teacher and reflect the success criteria.
- The agreed marking code must be used consistently.
- Any marks or comments on children's work must be neat and legible.
- Ragging should be done for majority of work. It is a visual indicator to show effort (colour) and understanding (number). Ragging can be followed by a comment and next steps, where DIRT time will be given.
- RAG guidance to be displayed in all classrooms.
- On major pieces of work, learners are reminded of their next steps and guidance to move the learning on.
- Success Criteria are provided so learners know expectations.
- Work will be marked and placed in files within a week of the lesson taking place.

- Marking will be completed in the following colours:
  - Teachers - Green
  - LSAs – Blue with initials
  - Children – Purple
  - Parent Helpers – Black with initials
  - Student Teachers – Pink
- Displayed work will not generally be marked although it must reflect the highest possible quality for each child.
- The use of rewards is an integral part of the marking process. At Lanesend Primary this may include, Star Awards, sharing work with the class, another teacher and the head teacher, a note home to parents and stampers/stickers, dojos, privilege cards.
- Weekly home learning activities will be shared in class or on class dojo and rewarded by dojos, stickers and praise.
- Homework grid activities will be shared and rewarded where appropriate, by dojos, stickers and praise.

### **English Marking across the Curriculum:**

- Spelling and grammatical errors should be marked selectively using the appropriate code.
- Spelling errors relating to key subject vocabulary should be specifically identified.
- A high standard of handwriting and presentation is expected from the children at all times.
- The following layout should be followed at all times to ensure consistency across the school and that skills are built upon and not re-learnt every year:
  - Date placed on the top right side with single underline with a ruler.
  - On single pieces of work, name to be placed on the top left side with single underline.
  - Title placed in the centre with single underline.
  - Learners write on every other line to aid presentation and editing. (The learners are encouraged to place a cross or dot on every other line).
  - Handwriting guidelines to be used.

## Marking Code:

Capital letter missing or incorrectly used	—
Omission of a word/ punctuation or mistake in punctuation	<b>O</b>
Spelling mistake	<b>SP</b>
Work doesn't make sense	<b>?</b>
Mistake in grammar	<b>GR</b>
Finger spaces	
Independent Working	<b>I</b>
Peer Support	<b>PS</b>
Adult Support	<b>AS</b>
Verbal Feedback given	<b>VF</b>
Next Steps	
Objective met	√

A copy of this marking code will be displayed in each classroom.