



**Caradog Primary School
Marking, Feedback and
Presentation Policy
Reviewed- Jan 2025**

CARADOG PRIMARY SCHOOL

Marking / Feedback and Presentation Policy

Rationale

To ensure that all children throughout the school have their work marked in such a way that it provides feedback and feed forward, which ensures maximum progress, at the same time as developing their self confidence and motivation. Consistency of marking and presentation is instrumental in raising standards.

Aims

We believe marking should:

- Be a positive experience.
- (✓/√) Is used to indicate where the child has achieved success, when they have met individual targets, focus or the toolkit.
- Give '**Feed Forward Marking**', leading to focused improvements in work.
- Be alongside/with the child where possible.
- Promote achievement and accelerate progress- motivational comments, including bilingual.
- Develop children's knowledge and understanding.
- Inform teachers and pupils of targets for future learning.
- Involve pupils i.e. Peer Assessment and Self-Assessment.

There are five questions teachers must ask themselves:

- Can the child understand what I've written or talk about feedback given?
- Will the child be able to understand the language I've used?
- Does my comment relate to the focus/toolkit and challenge the child's thinking?
- Have I built in time for the child to respond to the marking comment?
- Does it lead to focused improvement/s in the child's work?

Who should mark?







Class teachers are ultimately responsible for the marking of children's work. They should mark in pink or green **pen**. (See explanation of 'how' later)

Children mark their own work or mark with a peer. They do this using pink or green **highlighters, writing pens or pencils**.

Agreed Marking Scheme

Staff and pupils use a marking code in school and the 'tickled pink / green for growth' model.

Marking Code

<u>Symbol</u>	<u>Description</u>	<u>Meaning</u>	<u>What I need to do</u>
✓	Single tick	Correct answer	-
✓✓	Double tick	I've met the toolkit or done something really well.	-
.	Small dot	Incorrect answer.	Correct it.
	Double arrow Letter or word might be written above	I've written a letter / digit back to front.	Correct it.
	Letter I, circled	I've worked independently.	-
	Letter S, circled.	I've worked with support.	-
	Letter V, circled	I've had verbal feedback for feed-forward.	
	Word underlined, initialed 'sp'.	I have misspelt this word.	Practice 3-4 times.
	Green line	I have missed a punctuation mark.	Add the correct punctuation mark.
//	Double slash	I should have started a new paragraph.	Improve this area of work next time.

How should we mark?

- Children's work in exercise books should be marked in **pink pen** and **green pen**.
- Marking comments or symbols should not detract from the child's work: It should be discrete, **with neatly written comments / codes used**.
- If spelling is not the main focus of the activity, **2-3** misspelt words **may be indicated**, depending on the age of the pupil or pupil's individual targets.
- Phonetically spelt words do not always need to be corrected, particularly at F.P level.

- The teacher may identify a particular section of the writing and give intensive feedback in order for a redraft of only the identified 'box' to be completed- if necessary.

- Children respond to feedforward marking with a 'purple polish'. (Purple pencil/ pens)
- Teaching Assistants can mark the ongoing work of a group they have been working with, routine spelling or mental mathematics tests. They are to use pink / green pens too and follow the same marking code / expectations. Teaching Assistants need to initial the marking they do.
- Supply teachers should be given a copy of the agreed marking scheme / code with instructions for the day. The agreed marking scheme should be communicated clearly to supply teachers so that all work that they mark is marked in accordance with this policy. Supply teachers are asked to initial the work marked also.
- In the event of unmarked work by a supply teacher, please annotate the work with the supply.
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Points to Consider

When giving oral and written feedback, the following will be considered:

- Is it specific, meaningful and manageable?
- Is the timing, depth and detail appropriate for both the child and the piece of work?
- Is it in recognition of the child's work based upon toolkit focus and targets?
- Are pupils given opportunities to make focused improvements? - However, certain phrases will be avoided such as '**Next time remember to ...**' '**Next time can you ...**'; '**Can you...**' Instead, we will use more direct instructions alongside the work.
 - Avoid "well done" type comments.
 - Avoid negative comments, remember that parents/carers will read this.

Self / Peer Assessment

Pupils should be given opportunities to regularly peer and self-assess work.

When pupils mark their own work, they should use a green or pink highlighter, pen or pencil.



Tickled Pink (positive) – Examples of where **toolkit/focus/individual targets** have been achieved – pupils will highlight in pink.

Green for Growth (feedforward) – Where **toolkit/focus/individual targets** have not been fully met – pupils will highlight in green. Spelling errors, punctuation, vocabulary choices are another example of things that may be identified.

Toolkits for Literacy and Numeracy are to use the following format:
(Stored on shared drive)

CARADOG
Primary School

Toolkit to

Have I included these things?	Self Assess	Peer Assess
		

Time to purple polish!

What are our expectations for children's work?

- All children's work should include the date and title, which are both underlined, using a ruler. E.g. Tuesday 16th April 2025 (lit) or 16.04.25 (num/topic).
- Depending upon the child's age or ability, the date and focus could be written by an adult.
- All children should be writing in pen by the end of Year 3 unless there is a specific reason identified.
- Triangular pencils should be replaced by thinner writing pencils as soon as children have a more sophisticated fine motor grip.
- Pictures, illustrations, diagrams or tables should be in pencil / coloured pencil
- If a child notices a mistake made in their work it should have a neat line drawn through it. (Using a ruler)
- Children are required to work in blue pen or pencil, as appropriate to their ability or the nature of the work.
- The use of worksheets is discouraged and should be kept to a minimum. Work which needs to be stuck in books, should be trimmed and fit onto the page neatly.

Mathematics:

- Pupils' Maths work should always be completed by entering only one digit in each square. Square size will be dependent on the ability of child.
- Pupils MUST use pens in maths books as soon as they are able, however, pencils for diagrams.
- Short date to be used in Maths books.

Rewards for work

Praise and recognition will be in line with our Behaviour Policy. Teachers are encouraged to share examples of good work and where the work is 'Tickled Pink' with the Headteacher and/or subject leaders. Work and learning are praised and displayed in class "proud pegs", celebrating

pupil achievements. Teachers are also encouraged to communicate feedback and examples of work via Class Dojo, seesaw, and postcards home.

Revised January 2025

Signed:  Date: January 2025
Headteacher

Signed:  Date: January 2025
Chair of Governors **Date to be reviewed – January 2027**