

King Charles
Church of England
Primary School



Kernow Learning
Building Excellent Schools Together

Marking and Feedback Policy

Version number:	V1
Date adopted by Local Governing Body:	Local Governing Body 13 th July 2023
Scheduled review date:	January 2025
Statutory or Best Practice policy:	Best Practice
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 313607 or email king.charles@kernowlearning.co.uk



Aims

When marking children's learning we aim to:

- Improve a child's confidence and self-esteem
- Celebrate and recognise achievement
- Provide constructive and accessible feedback to children about their learning
- Encourage children to reflect on their own learning and to identify their next steps
- Develop children's responsibility for their own learning
- Address common mistakes or misunderstandings
- Check and visibly acknowledge all learning carried out by children to show that it is valued

The above Aims will be met through the following Actions:

Provide verbal or written feedback that informs the pupil of what they have done well and their next steps through:

- 'Live Marking'
- Written tasks for assessment purposes in Purple Progress books will be marked against the Key Performance Indicators (KPIs) for that year group
- Success against the Learning challenge (LC) will be shown by a tick or a dot
- Purple Marking codes used to inform pupils of their next steps

Where possible, children will assess and evaluate their learning by:

- Using the whole school marking codes
- Self-editing using a red pen
- Marking using a green pencil

Throughout the school there is a consistent use of frameworks which children are expected to refer to before submitting for marking.


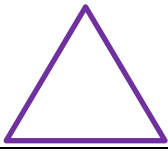
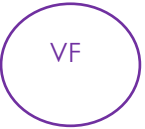



MARKING Specific Strategies

All success will be marked in **green** – What Went Well
All next steps will be marked in **purple** by an adult - Even Better If
All pupil editing will be completed in **red**.

Marking	Symbol or comment																	
	Rec. and Year 1	Years 2, 3, 4, 5, 6																
Examples of success against Learning Challenge	<p>✓ A green tick to indicate where the learning challenge has been met. • A dot will indicate where the learning challenge has not been met.</p> <p>I = worked independently P = worked with a partner G = worked in a group T = worked with a teacher TA = worked with a Teaching Assistant</p>	<p>Level of support to be indicated (where required) when working with an adult: 1 – 5 5 = most support</p>																
Next steps	<p>Rec.</p>	<p>Years 1, 2, 3, 4, 5, 6</p>																
Incorrect work	<p>One error will be identified with a purple dot and a symbol (pencil grip and letter formation will be prioritised).</p> <p style="font-size: small; text-align: center;">K31.MarkingCode</p> <table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td></td> <td>finger spaces</td> <td></td> <td>use a capital I</td> </tr> <tr> <td></td> <td>full stops</td> <td></td> <td>correct a spelling</td> </tr> <tr> <td></td> <td>capital letters</td> <td></td> <td>handwriting</td> </tr> <tr> <td></td> <td>letter formation</td> <td></td> <td>rewrite</td> </tr> </table>		finger spaces		use a capital I		full stops		correct a spelling		capital letters		handwriting		letter formation		rewrite	<p>A purple dot will be used to indicate an error. A purple box or line will be used to indicate where a correction should be placed.</p>
	finger spaces		use a capital I															
	full stops		correct a spelling															
	capital letters		handwriting															
	letter formation		rewrite															
Non-negotiable incorrect spelling of common exception words (CEWs)	<p>An error in letter and number formation will be identified. A purple dot will indicate an incorrectly formed letter or number and the letter formation stamp. The correct way to form the letter or number will be demonstrated and practised by the child.</p>	<p>A word is underlined with a wiggly line with the expectation that children will self-correct these with their red editing pen. If it is a CEW that has not yet been taught it should then be written underneath the work or in the margin together with 3 dots, next to which the child is expected to copy them out and learn using LCWC. For example:</p> <p>people</p> <ul style="list-style-type: none"> • • • 																
Incorrect spelling of subject specific vocabulary and taught spelling rules.		<p>A word is underlined with a wiggly line and then written underneath the work or in the margin together with 3 dots, next to which the child is expected to copy them out and learn using LCWC. For example:</p> <p>unfortunately</p> <ul style="list-style-type: none"> • • • 																
<p>A maximum of three spellings will be corrected in one piece of learning.</p>																		



Marking Codes	
•P	Written in margin or underneath writing to indicate missing punctuation which needs to be added by the child in their red editing pen
	Re-read writing to check for errors and edit
^	Word missing
↓	Start a new line
/	Missing finger space
//	New paragraph needed
_____	Grammatical error underlined and corrected above or an expectation for children to edit to correct. For example: homophone, incorrect tense, non-standard English
	Presentation alert
	Feedback given by an adult about that learning. This may be initialled by the person who gave feedback.
	Move up the chart for excellent learning.
Top Time	Time on Progress – Build into the beginning of each lesson. An opportunity to respond to marking and address misconceptions from the previous lesson.
<p>The following symbols are optional and can be used by adult or pupils to indicate success against the learning challenge or non-negotiables for that year group</p> <p>a = adjective adv = adverb v = verb n = noun c = conjunctions p = punctuation</p>	