



Halfpenny Lane Junior, Infant and Nursery School

Marking and Feedback Policy

At Halfpenny Lane, we aim to make marking and feedback a positive experience for the child. The marking and feedback should focus on helping the child make rapid progress, as much as possible at the point of learning. Opportunities for children to reflect upon their learning, correct errors and then progress further to deepen their understanding are integral to this marking and feedback policy.

These are the main strategies that we use:

Verbal Feedback

This is to be recorded in green pen at the point of learning in the child's work with the initials 'VF'. The child should respond to the verbal feedback straight away with their purple pen before carrying on with their task. All adults in class can give verbal feedback using a green pen.

Coded feedback

During or after a lesson, the class teacher can draw a coded symbol in children's books which correlates with a specific feedback comment to be displayed on the board/under the visualiser at the start of the next lesson. The codes need to be specific and focused on the next steps for each child, so these will change depending on the task. The children copy down the coded instruction next to the symbol in purple pen then carry out their next steps. Within a working week, there is an expectation that this is done twice a week for English and twice a week in Maths.

Rubrics

These success criteria lists can be created with children at the start of a piece of work, often in English. Children use them to self-assess their progress towards their final outcome and provide a useful structure for editing and improving their own work. They are also an effective tool for effective peer assessment. Key stage 1 students may colour code some of the criteria they are

looking for in their work, while key stage 2 children may find specific evidence of the criteria they have met to complete their rubric.

Self and Peer assessment

‘Yippee yellow’ and ‘green for growth’ highlighters are still to be used for marking and feedback as before. ‘Yippee yellow’ is to be used for quality work, correct answers or good understanding.

‘Green for growth’ highlighting denotes areas the child could improve on. If a child has self-assessed their work, SA should be written in **purple pen** next to the learning objective and PA should be used for peer-assessed work.

All written work should be responded to using at least one of the above strategies. Teachers should select the most appropriate form of marking and feedback for each objective they teach and ensure that a range of different strategies are covered throughout the week in each subject area.

Any marking carried out in a lesson with the child (eg verbal feedback) should be in a **green** pen, but marking after the lesson should still be in **blue**.