PINNER WOOD SCHOOL

MARKING AND FEEDBACK POLICY

Approval Authority:	
Effective From:	June 2025
Date Ratified by GB:	
Next Review Date:	September 2026
Signed by Chair of GB:	

Pinner Wood School
Marking and Feedback Policy

'Learning as we grow, growing as we learn!'

Pinner Wood's vision is to be an exceptional school. We strive to be at the heart of our community, delivering a high-quality, broad, balanced and exciting curriculum for all our children.

We are committed to providing an all-round education. We aim to inspire children's minds (with a love of learning and a*cademic knowledge*), hearts (enhancing their *well-being and character education*) and hands (developing p*roblem solving, critical thinking and practical skills*). We encourage children to think and 'dream big', to become life-long learners, ready to impact and make a positive contribution to our world.

We endeavour, as a whole school community, to instil a love of learning and a thirst for curiosity in our children, both in and out of the classroom, harnessing a variety of teaching techniques and approaches to stimulate, develop and nurture inquisitive minds.

We pledge to provide our children with a wealth of opportunities and unforgettable experiences throughout their journey with us to inspire and challenge. We encourage everyone to 'step up', take responsibility for their development and contribute to the community in which they belong.

Everyone at Pinner Wood embraces individualism and diversity, celebrates differences and shows respect, kindness, care and compassion for all.

A Pinner Wood learner will grow in confidence. Their curiosity and resilience will blossom, readying them for the next stage of their educational journey. They will develop lifelong transferable skills, important values and qualities in order to live a happy and fulfilling life.

Our School is based on a set of clear and explicitly taught values:

Choose Kind
Heart of our Community
Enjoy Learning
Dream Big
Step Up

Strength through Positivity

Our polices and practice at Pinner Wood will always support and reference these values.

Aims

- To facilitate children's progress across the curriculum so that they flourish in their learning
- To give children effective feedback on their learning
- To enable children to celebrate success
- To achieve a consistent approach to marking across the school
- To form part of the formative assessment procedures
- To inform future planning

Objectives

- To acknowledge the learning objective/key question of the lesson and whether it has been met
- To assess the learning of the children
- To plan in time for children to read and respond to marking
- To feedback effectively, both verbally and through written marking
- To model acceptable methods of presentation
- To develop children's ability to self-evaluate and peer-evaluate their learning

Marking Principles
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- Marking should focus upon giving effective feedback on learning that highlights where children have been successful, where they can improve or address errors.
- Marking should indicate understanding and progress. The LO is highlighted in green if fully achieved and dashed in green if partially achieved.
- Where appropriate, books should show evidence of children's edits and improvements based on adult feedback.

At Pinner Wood we:

Highlight green to acknowledge:
- good work
- concepts understood
- objectives / targets achieved
- subject specific vocabulary

Highlight yellow to draw attention to:
- areas for development
- omissions
- mistakes

Children's additions:
- Children will use purple pen to respond to marking and make their own edits.

Adult's additions:
- Additional adult annotations are made in green pen e.g. absent, working independently, 1 to 1 support.
- Significant adult support/1:1 support should be acknowledged in green pen.
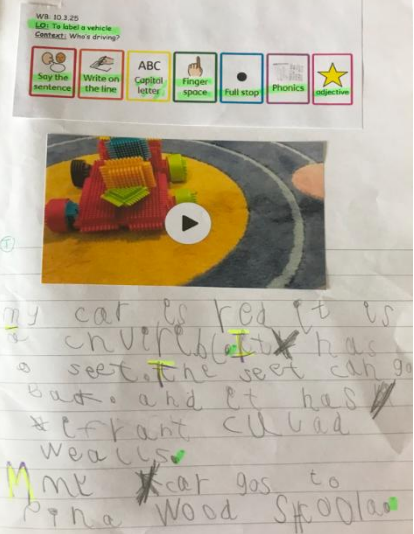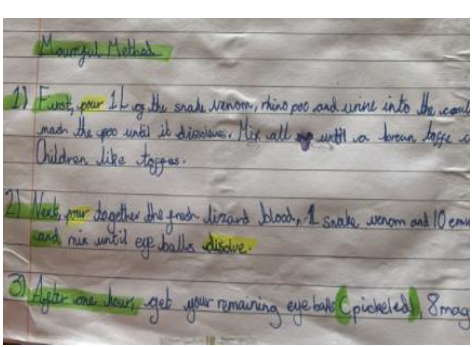- Where an adult has scribed for a child, this should be written in green pen.
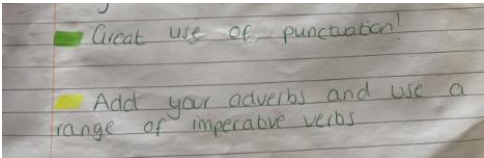
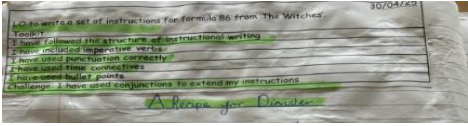**Focused Marking – Core Subjects:**

English:
- The learning objective is highlighted with a green highlighter or dashed if the child has partially met the LO.
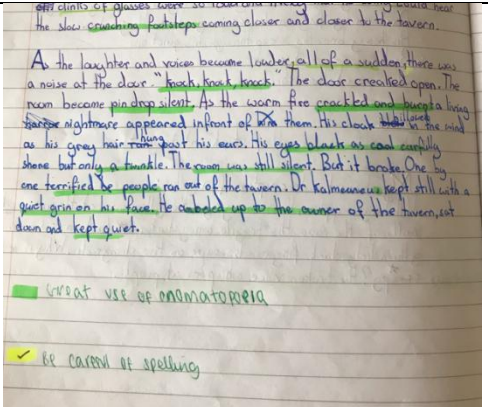
English Writing:
- Where possible, writing is marked live during the lesson and children respond in the moment.
- All mini and quality writes must be highlighted by the class teacher before the editing lesson.
- Toolkits are highlighted with a green highlighter or dashed if the child has partially met the target or had significant adult support (not Year 6).
- Time for the children to respond to the feedback (indicated by green and yellow highlighter) is planned into the writing structure. The children work one-to-one (teacher and pupil) or in small teacher-supported groups to edit their writing.
- Spellings that a child should know will be corrected in their book. This will depend on the individual child. It is the teacher's judgement as to how many or whether this is highlighted in yellow, for the child to correct independently, or written neatly in green in the margin by the teacher.
- A teacher may ask a child to practise the mis-spelt word at the end of their work.

Comments in Writing

Year group	Marking	Example
Reception and Year 1	Work is live marked alongside teacher and child; verbal feedback is given and marked against the toolkit	
Year 2 - 4	Work is live marked and verbal feedback is given. At the end of a 2-week writing cycle teachers will give a specific, written comment about something they have done well and a skills-based target which children can go back and edit	

Year 5 and 6	Work is live marked and verbal feedback is given. At the end of a 2-week writing cycle teachers will give a written comment about something they have done well and a writing target which children can go back and edit	

Maths:
- The learning objective is highlighted with a green highlighter or dashed if the child has partially met the LO.
- In Key Stage 1, questions are marked by the adults with a green and yellow highlighter.
- In Key Stage 2, alongside the above, children are encouraged to self and peer assess at the end of the lesson, using a purple pen, with teacher support.

Foundation Subjects:
- The learning objective is highlighted with a green highlighter or dashed if the child has partially met the LO.
- In the end of unit assessments for science, history and geography, key vocabulary is highlighted in green in line with the sticky knowledge taught.
- Subject specific key word spellings that the child should know will be corrected by the teacher. It is the teacher's judgement as to how many or whether this is highlighted in yellow, for the child to correct independently, or written neatly in green in the margin by the teacher.
- Following the assessments, if the child has remembered each piece of the sticky knowledge and used subject specific vocabulary accurately, a next step challenge will be given and answered in purple pen.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Pinner Wood School recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:
- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To generate entire tasks before independently writing and present as their own work

Pupils may use AI tools:

- To edit and improve their previously written work but only with the supervision of an adult
- To receive feedback after a task is complete
- To help generate ideas during the planning process

In these cases, teachers will spend time teaching children how to use AI tools correctly and safely. In most cases this will be with our oldest children.

Teachers will be vigilant to potential indicators of AI misuse in pupils' work, such as differences in language style to the pupil's classroom work, lack of direct quotations and/or references where you'd expect them, and references which can't be found or verified. For more potential indicators of AI misuse, see page 7 of <u>JCQ's guidance</u>.

Pinner Wood School considers any unattributed use of AI-generated text or imagery to be plagiarism and will be dealt with accordingly.

Marking Policy agreed by staff: June 2025   Review Date: September 2026