

# PINNER WOOD SCHOOL



## MARKING AND FEEDBACK POLICY

**Approval Authority**

**Effective From:** September 2022

**Date Ratified by GB:**

**Next Review Date:** September 2024

**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 *academic knowledge*), hearts (enhancing their *well-being and character education*) and hands (developing *problem 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 endeavor, as a whole school community, to instill 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 policies and practice at Pinner Wood will always support and reference these values.**

## **Aims**

- To encourage children to progress and ultimately, 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 relate to the learning intention of the lesson
- 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 marking
- To teach children acceptable methods of presentation
- To develop children's ability to self-evaluate and peer-evaluate their written learning

## **Best presentation**

- Clear, best presentation is to be expected throughout the school
- Children will begin work in pencil, but pens will be available once children gain a pen licence (usually from Year 3 up). Once children have achieved a good cursive style they will be expected to use a *blue school-standard pen (fountain pen or ball point pen)*
- In Maths children should use pencil only
- If children make a mistake the word should be crossed with a single, pencil line
- All margins should be drawn in pencil
- Lines should be drawn with rulers using pencils
- All calculations should be laid out as clearly as possible, one digit per square (See presentation guidelines)

## **Marking Principles**

- Comments made should be in green pen
- Teacher's comments should always model good handwriting and English
- Marking should focus upon giving effective feedback on learning and be kept to a minimum
- To indicate understanding and progress the LO is highlighted in green if fully achieved, dashed underneath in green if partially achieved and highlighted in yellow if not understood

## **At Pinner Wood we:**

Highlight green to acknowledge:

- good work
- concepts understood
- objectives / targets achieved

Highlight yellow to draw attention to:

- areas for development
- omissions
- mistakes

### **Focused Marking – Core Subjects:**

- Key Stage 2 - Once a week in Maths and English a longer comment is expected that reflects if the child has achieved the objective and the next steps in their learning
- Key Stage 1 – the comment is in English only and will often be written with the child

The comment will look like:

- Marking may begin with a positive comment related to the learning objective e.g. – “You have done X well!” This will be a ‘green comment’
- A next step is indicated and is then included to give the pupil an opportunity to practise, to challenge or to investigate an area or subject further. This will be highlighted yellow
- In maths the next step maybe a new problem/ challenge to take the learning forward
- Some marking should occur during the lesson to ensure that misconceptions are identified and corrected

### **Marking Principles – Foundation**

- All marking should relate to the set objective
- Sometimes marking will be a tick or a green/yellow highlight
- In History, Geography and Science- next steps marking will be given once per unit. The comment will be related to the skills/knowledge taught in that subject
- Next steps comments will be given to take the learning forward, develop new skills or address a misconception

### **Pupil Response**

- Pupil Response is varied dependent on subject or age of pupil. Generally, it is understood that pupil response should be evident in books at least once a week for English and Maths. Specific time is given to ‘Purple Progress Pen Time’ in order that pupils are given sufficient time to respond
- Pupils respond to the next step comment made with a purple pen or pencil

### **Correcting Spellings**

- Spellings that the children should know (this will be dependent on age) or subject specific words will be corrected in a pupil's book. These will be written neatly in green in the margin
- A teacher may ask a child to practise the mis-spelt word at the end of their work
- In Key Stage 1 & 2 – the misspelt words will be transfer to their 'Spelling Bank' at the back of their book. Children can then refer to this for future learning

Marking Policy agreed by staff: March 2021      Review Date: September 2024