



Parklands Community Primary School

Marking, Feedback and Assessment for Learning Policy

Date of Approval: March 2025

Review Date: Spring 2026

Reviewed by: Teaching and Learning Committee

Introduction

At Parklands Community Primary School we believe that giving verbal and written feedback to pupils is a vital part of teacher, peer and self-assessment. Our aim is to ensure all pupils receive feedback and will have their work marked in such a way that it will: improve their learning, develop their self-confidence, raise self-esteem, allow them to take ownership and provide opportunities for self-assessment and personal target setting. Both verbal and written feedback should always have a positive impact. Evidence of best practice from the Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Provide specific guidance on how to improve and not just tell pupils when they are wrong

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our pupils to engage in self-reflection and to be able to identify the next steps in their learning. To this end, we aim to equip pupils with the desire and capacity to take charge of their learning through developing the skills of self-assessment. As a result of this policy, there will be greater consistency in the way that pupils' work is marked and the involvement of pupils in the marking and assessment process across the school.

Marking work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate. Teacher, peer and self-marking will be linked to learning objectives and success criteria. These will have been clearly identified in planning and at the start of every session. Marking and verbal feedback will be used by the teacher and child to agree next steps in learning. Time will be built in during lessons to reflect and respond to this.

Implementation

The following agreed procedures for marking and feedback of children's work will be implemented by all staff.

Feedback and Marking

Principles

- The sole focus of feedback and marking should be to further pupil's learning
- Marking and feedback at Parklands will be live and in-the-moment, fast, and consist of quality interactions allowing our children an opportunity to reflect on their strengths and progress as a learner.
- Teachers and support staff will be involved in the process providing live and in – the moment feedback.
- Marking guidance will be implemented consistently across the school and will progress developmentally.
- Feedback is provided to pupils as part of the assessment process in the classroom and takes many forms other than written comments.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity preferably in the moment so it can impact on future learning.
- Future learning is adapted as a direct result of the feedback and marking process.
- Feedback delivered closest to the point of action is most effective
- Written comments should only be used where they are accessible to pupils according to age and ability
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification

In order to achieve a whole-school approach, feedback and marking methods should:

- Recognise, encourage and reward pupils' effort and achievement, and ***celebrate success***

- Indicate how a piece of work could be **improved against success criteria**
- Provide a **dialogue** between teachers and pupils and clear appropriate feedback about strengths and areas for improvement in their work
- Improve a pupil's confidence in reviewing their own work and **setting future targets**, by indicating the '**next steps**' in learning which will take the form of 'NS symbol' being written in books or
- Identify pupils who need additional **support/further challenge**
- Allow specific time for pupils to **read, reflect and respond** to marking where appropriate
- Be **developmental** across the age range
- Help the teacher to **evaluate** teaching and inform planning

Marking procedures

During each lesson, the teacher must communicate the learning intention for the lesson and therefore the marking, and the success criteria (steps to success).

- In the Early Years Foundation Stage (EYFS) the learning intention will be given as appropriate to the task and the pupil's level of understanding
- At Key Stage 1 children will record the learning intention via a sticker or handwritten when their ability allows them to do so and when it is appropriate
- At Key Stage 2 children will record the intention at the beginning of their work when it is appropriate

As part of the marking process children may be given 'next steps'. These may be given using different types of prompts depending on the task involved and the ability of the child – examples of these are:

- Open comments
- Closed comments
- With a scaffold
- Without a scaffold
- Needing a longer response
- Involving reasoning/ explaining
- Applying the skill in a different context
- Consolidating a new skill

'Tickled Pink and Green for Growth'

- Teachers use pink highlighters/pens to show where objectives are met or exceeded
- Green highlighters/pen to indicate where children can improve or extend their work
- Comments at the end of work will be completed in green pen
- Pink will outweigh green
- Pupils will address the green marking during the following lesson
- Improvements/editing by pupils should be shown in a 'Purple Polishing Pen'

Spellings

- Incorrect spellings may not always be corrected; teachers should use their professional judgement about the type, frequency and amount of words that are corrected
- Incorrect spellings may be indicated with the use of the marking code sp (see Appendix 1 for the Marking Codes) or underlined in green.
- Part of the spelling will then be written out for the pupil at the end of the work; either the whole word or with some letters missing. The amount of missing letters is age and ability dependent.
- Pupils will complete the correct spelling using their phonics knowledge or dictionary

Self and Peer Marking

- There will be an increased amount of self and peer marking evident in books as children progress throughout the school.
- Pupils will be encouraged to highlight their own work in relation to the learning intention and success criteria. There will be opportunities for the pupils to generate success criteria as it makes the process and outcomes even clearer
- Pupils will have opportunities to mark their talk partner's work in pink and green, either in a pair together, or by swapping work. They will underline words/phrases with a pink pencil to distinguish their marking from the teachers
- Pupils' work can be put on the visualiser and marked together to model and help them improve their own work

Assessment for Learning (AfL)

At Parklands we aim to provide pupils with clear learning intentions and show them how to measure their achievement against these by using differentiated success criteria.

Range of AfL strategies in use at Parklands:

- Random talk partners
- No hands up and the use of lolly sticks
- Self and peer assessment
- Mini Whiteboard Work
- Differentiated success criteria
- Traffic Lights
- Questioning
- Concept Mapping
- Low stake quizzes and polls
- Exit comments
- Think-Pair-Share

Key Features of Celebrating Achievement

- Self-esteem is the most significant factor in being a successful learner
- All achievements are linked, as each builds further confidence in future goals
- Links between achievements should be made explicit to the children
- Children should see learning as a continuum which, given time, anyone can master
- Achievements should be treated in exactly the same way
- Develop an ethos of being able to readily identify achievements and proud moments and of a positive attitude towards learning from our mistakes
- Ensure high teacher expectations of all pupils and nurture pupils' self-esteem and pupils' high expectations of themselves

Frequency of Marking

All work will be acknowledged. In the core subject of English and maths there will be evidence of at least 2 quality interactions across the week. Within the broader curriculum, teachers will acknowledge the learning, by identifying areas of success including the correct use of vocabulary. Teacher's will address misconceptions through their quality interactions. Children respond in purple and progress within these areas should be seen across a unit of work.

Monitoring and Evaluation

Subject leaders and the SLT will monitor the implementation of this policy when they are monitoring their curriculum area and sampling work. Members of the leadership team will always give feedback to teachers after books have been monitored.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.








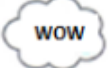

Appendix 1

Marking Guidance

Marking and feedback at Parklands will be live and in-the-moment, fast, and consist of quality interactions allowing our children an opportunity to reflect on their strengths and progress as a learner.



Marking guidance will be implemented consistently across the school and will progress developmentally.

English and Topic Marking

Celebration of success as a learner	Tickled Pink Highlighter or Pink Biro Ratio 3:1	Finger Spaces	
Opportunity to progress as a learner	Green for Growth Highlighter or Green Biron Ratio 1:3	Check this. Does it make sense?	_____?
New Line	/	Missing Word/s	Λ
New Paragraph	//	Check Spelling	Sp (in the margin) Write correct spelling underneath or ask child to use a dictionary. Mark no more than 3 spelling errors.
Error in Punctuation Full stop (KS1)	 	Error in Upper/Lower Case Capital Letters (KS1)	
Conjunctions	 conjunctions	 Incorrect Tense	
Adjectives	 adjectives	Next Step	

- Children should have at **least 2** interactions / next step comments for English each week covering a range of areas for development. E.g. sentence structure and grammar
- Teacher's will acknowledge the learning in the broader curriculum, by identifying areas of success including the correct use of vocabulary. Teacher's will address misconceptions through their quality interactions.
- Children respond in purple and progress within these areas should be seen across a unit of work.

Maths Marking

Celebration of success as a learner		Number Reversal	_____ Write the correct number for children to repeat x 3. No more than 3 errors.
Opportunity to progress as a learner	_____?	Next Step	

- Children should have **at least 2** interactions / next step comments for maths each week.

Support Provided

Write in the margin the level of support given during the lesson where appropriate

Teacher Support	Teaching assistant Support	Collaborative Work	Paired Work
T	TA	CL	PW

Learning Behaviour



A gold star shows the pupil's effort and positive learning behaviour.

Teachers mark all work in **pink (celebration of success)** or **green (opportunity to progress)** pen.
Teaching Assistants to initial any marking.

Children self assess and respond to all next step comments in purple pen.