



St Newlyn East
Learning Academy



Effective Marking and Feedback Policy

Version Number	V1
Date Adopted by Governors	Jan 2023
Scheduled Review Date	Jan 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

Assessment and Marking Policy

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 within a close timeframe to the mistake/error
- Check and visibly acknowledge all learning carried out by children to show that it is valued

General Overview

Research has shown that instant feedback for a child is more beneficial than long comments in a book. Further to discussion in the staff meeting, we have taken comments from the teachers and developed a policy that works for children but also reduces teacher workload.

If children are supported during the lesson, teachers would mark it on the child's page, using purple pen, as teachers circulate, for example, modelling writing the word 'big' for them to write underneath or if you correct 'b, d' confusion. If a child has been supported, it should be obvious.

Disadvantaged pupils

For all written work in books, teachers will mark and stamp disadvantaged children's books first. Disadvantaged children and the lowest 20% of each cohort, are at the heart of our ambitious curriculum. They should be receiving targeted feedback during all directed learning from the most qualified adult in the class.

Instant Feedback/Live Marking

In most lessons teachers and support staff will circulate and 'live mark'. This means teachers/TAs will see most children in their during the main task and give them instant feedback-they are able to address misconceptions immediately.



Stamps

A blue stamp indicates the child has completed the task to a good standard and they understand it what they have been taught.

An orange stamp means they require further support. Teachers will already have a good idea of this anyway because they will have worked around the class. They will need to be picked up, where possible, before the next lesson. Children will make any adjustments/edits etc. in green pen.

Teachers/TAs will mark in purple.

Guided Reading

During the main task the teacher will circulate and give instant feedback and live mark to address misconceptions/errors in the moment.

Adults will stamp as appropriate.

Literacy

Spelling, grammatical errors and general misconceptions will be marked using purple. Children will edit in green pen.

Stamp blue and orange accordingly.

Spellings need to be corrected by an adult during circulation, with the pupil writing the correct spelling once, in the moment.

Plan, draft and Peer Assess-not marked. Children Peer Assess in green pens.

Independent write marked against the Babcock grid.

In Wow book

A positive comment is recorded related to the skill and a target is set.

This is moved on to the target card-the target in the book needs to match the comment in the book and checked next time.

Maths

Children to make their own DP questions in green pen, giving feedback straight away.



Teachers and TA's mark main part of the lesson using purple pen and doing worked examples in purple pen, picking up any misconceptions. Stamping appropriately.

Foundation Subjects

Live mark, address spelling errors, feedback and address misconceptions, where appropriate, and stamp.