

Ormiston Meadows Academy

Marking & Feedback Policy

Date adopted: 14/12/16

Next review date: 14/12/17

Policy Version Control

Policy prepared by	OMA
Responsible committee	Full Governors
Date approved by committee	14/12/16
Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	

Ormiston Meadows marking and feedback policy

We believe that every child has the right to achieve their best and become reflective and independent learners, irrespective of race, gender, religion, creed or ability. This policy will make sure that all teachers are dedicated to effective feedback, marking and response that is consistent for all learners.

Children need high quality marking, feedback and response time to make good progress.

When marking writing

☑ Work should be marked using **black** or **blue** pen. Children should respond to marking using a **purple** (polishing) pen.

☑ **Green** highlighter pen should be used to show where the daily learning objective has been achieved. At the end of the written unit this can be highlighted on the grid to identify objectives and success criteria that has been achieved. Summative feedback can also be used every half term to represent an evaluation of pupil achievement - for example, allocation of a level or allocation of a letter or numerical grade.

☑ **Red** highlighter pen should be used on the child's work where necessary. This will indicate where the child needs to address a wish, question or task. This will address the gap or move learning on to the next level.

☑ If work is marked by a TA or supply teacher, initials should be indicated at the bottom when marking.

☑ Finally children will address the wish using their **purple** polishing pen. Responding to marking should take place in every lesson to make sure children understand before moving on to their next step.

Codes to be used for writing

∧ Word is missing

● Capital letter / punctuation wrong / letter reversal

sp Spelling mistake (sp to be indicated in the margin)

The child should write the correct spelling 3x beneath the piece of work. A maximum of 3 spelling errors should be identified in each piece of work. Please be sensitive/aware of children who are Dyslexic or have dyslexic tendencies.

g Grammatical error

Ⓧ Verbal feedback given / immediately addressed in class

? Unknown word / unrelated idea

" New paragraph



Wish (linked to daily learning objective)

Codes to be used for marking Maths

• Incorrect

✓ Correct

● Calculation error

↔ Reversal (Explained in KS1)



Wish (linked to daily learning objective)

The following codes should be used to show level of teacher/TA support

I Independent work

S Supported work (TA to initial and make notes of support needed)

PA Work has been Peer assessed

Expectations of presentation

☑ Children should use joined handwriting where possible (Upper KS2).

☑ Dates and learning objectives should be stuck in to books using stickers. This should also include success criteria where necessary. Long date for writing tasks and the short date for Maths.

☑ All marking from teachers should model high expectations.

☑ Children should be encouraged to take pride in their work (books will be well presented, inside and out).

☑ Any underlining will be carried out using a ruler.

☑ Any work that is stuck into books should be trimmed and neatly stuck in by an adult.

Children's books represent their learning journey throughout the year and will showcase their achievements and progress.