

Lea Valley Primary School

Marking Policy



Member of Staff Responsible	Headteacher
Ratified	July 2022
Next Review Date	July 2023
Review Cycle	Annually

Contents

	Page
1. Effective Feedback	3
2. How staff feedback to our pupils	3
3. Things to consider when giving feedback	4
4. Subject expectations	4

1. EFFECTIVE FEEDBACK

Two of our school values at Lea Valley are ambition and determination. We want every pupil to fulfil their potential, and feedback on their work is an important part of this. Feedback must empower a child to take responsibility for improving their own work so they can show ambition and determination through their work.

When considering marking and feedback we have taken into account the findings of the Eliminating unnecessary workload around marking report from 2016 where the advice is that all feedback should be meaningful, manageable and motivating.

2. HOW STAFF FEEDBACK TO OUR PUPILS

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none">• Staff addressing misconceptions during lessons with individuals, groups or the whole class• Includes formative assessment e.g. whiteboard, editing, verbal answers• Often given verbally to pupils for immediate action but may be modelled in a written form to aid pupils• Praising effort and contributions• May include 'Live Marking'	Lesson observations, learning walks
Responsive/ Constructive feedback	<ul style="list-style-type: none">• Takes place after the lesson or activity• Is based on what the learning objective was for that lesson or any missing prior knowledge• Often written in the child's book but may be given verbally, especially in EYFS/Year 1• Focused on how the child can improve their work• If written in books will be in red pen	Learning walks, observations, book looks
Live Marking	<ul style="list-style-type: none">• The teacher moves around the classroom marking pupils work• This may be a written response or a verbal comment• Teachers will start with target pupils based on assessment data	Learning walks, lesson observations, book looks
Developmental marking	<ul style="list-style-type: none">• Takes place after a piece of big writing has been completed• Good things are highlighted in green and the main errors are highlighted in orange• 2 positive comments are given with one relating to the piece as a whole and the other a comment on the pupil's target• Teacher marking will be in red pen• A target is set for the next piece of writing – either by the teacher or by the pupil• The piece of writing is assessed against a writing checklist which will help to form the basis of the target	Book looks, observations

Daily marking	<ul style="list-style-type: none">Is completed as soon as possible after the lesson and always before the next lesson.Involves the teacher looking at the work and deciding which stage of the learning journey the pupil will be at next lesson.Will be written by an adult in red.The stage is recorded on the bottom right corner of the page using this code: <table><tr><td>→</td><td>Ready for next lesson</td></tr><tr><td>S</td><td>Will need help next lesson</td></tr><tr><td>D</td><td>Ready to go straight to deeper work next lesson</td></tr><tr><td>L.L</td><td>Let's Learn – starting a new topic next lesson.</td></tr></table>	→	Ready for next lesson	S	Will need help next lesson	D	Ready to go straight to deeper work next lesson	L.L	Let's Learn – starting a new topic next lesson.	
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Summary feedback	<ul style="list-style-type: none">Involves looking at the work/assessment of all pupils at the end of a lesson or unitIdentifies key strengths and misconceptions for the class or sub-groupInforms future planning	Lesson plans, ticks and crosses grids, book looks								
Self/Peer assessment	<ul style="list-style-type: none">Pupil's marking their own or a fellow student's workHappens straight after a taskAllows pupils to move onto the next task without having to check with an adultMaybe done independently in a lesson or as a whole classWill be completed in green pen	Book looks, planning, lesson observations								

3. THINGS TO CONSIDER WHEN GIVING FEEDBACK

Be positive when feeding back to a pupil

- If necessary, pupils are given time to respond to the feedback
- Take pupils' individual learning needs e.g. EHCP, EAL, ability
- Any writing in pupils' books must follow the school's handwriting policy



4. SUBJECT EXPECTATIONS

Subject	Expectation
Read Write Inc	<ul style="list-style-type: none"> Pupils should mark their own spellings and hold a sentence Live marking during the writing task
Reading	<ul style="list-style-type: none"> Teachers must respond to the weekly SATs questions practice, this may be using <ul style="list-style-type: none"> Live marking Responsive feedback

	- Summary feedback
Writing	<ul style="list-style-type: none"> • Teachers must have offered feedback on at least one section of a pupil's draft • All pieces of big writing must be developmentally marked
Maths	<ul style="list-style-type: none"> • Pupils may self/peer assess during the lesson. • Teachers must review every lesson by daily marking.
Foundation subjects	<ul style="list-style-type: none"> • Teachers feedback to their classes using their own professional judgement for that subject and year group