Marking and Feedback Policy (Primary)

North East Learning Trust

Recent revisions:

Issue No	Date	Description
2	September 2020	Updated to add presentation
3	September 2022	Updated to reflect recent research from EEF
4	September 2024	Updated to reflect Trust MUSTs Updated to reflect school additionality

Contents

1. Introduction

The primary schools in the North East Learning Trust have high expectations of pupils and staff. We believe pupils have the right to expect a first-class education, delivered by teachers who are committed to making learning challenging and rewarding.

Ours is a caring community, one based on mutual respect, where pupils feel safe and supported throughout their time with us. The emphasis on good behaviour means that lessons are taught in an ordered and encouraging learning environment. Pupils are treated as individuals, and we recognise and celebrate their different abilities. All staff work to ensure inclusion of all pupils. We are committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The marking, feedback and presentation policy is a working document which generates and informs outstanding and good practice within our schools. It is also a means of promoting learning. Throughout our schools practice is consistent and in line with the overall policy on assessment, recording and reporting.

We believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

2. Policy principles

Our marking and feedback policy reflects an effective marking and feedback process that utilises staff's time and energy to make a greater impact on the lives of our children.

Marking and feedback should:

- Relate to learning objectives and success criteria, which are shared with children.
- Deliver appropriately timed feedback that focuses on moving the learning forward.
- Include and involve all adults working with the children in the classroom.
- Give children opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning, targeting specific learning gaps.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every pupil can improve.
- Be seen by children as a positive means to improving their learning.

3. Policy aims

We recognise that feedback and marking are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step.

To ensure that feedback and marking are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular spoken or written feedback with children as part of our daily routine.

- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.

- Ensure that children are encouraged to comment on and evaluate their work with the teacher.

- Ensure children are praised when they focus their comments on the learning objectives for the task.

- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.

- Ensure that teachers are selective in the aspects they choose to comment on.

- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.

- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

- Provide children with time to act on the feedback they are given.

4. Strategies for providing feedback

We recognise that many strategies need to be used daily to enable teachers to move children on in their learning. In our academies, we use a combination of the following strategies to enhance our teaching and support children to strive to achieve highly:

Verbal feedback

Verbal feedback typically involves spoken comments from the teacher, either to an individual, group or class. It is more immediate than written feedback and is usually given either during or at the end of a learning task or activity. The learning objective should always be the focus of the feedback.

Marking codes

Marking codes should be added to pieces of work to indicate the nature of the work and where/how feedback has been given. See below for more information.

Distance marking

- Children need to be able to read and understand written comments.

- Children need to be allowed time to read marking prior to starting their next piece of work.

- It may be quality marking or a comment that takes learning forward.

- In EYFS classes, marking is almost always carried out with the child.

5. Forms of feedback

Immediate Feedback: Live Marking (in lesson) from an adult

In the first instance, all feedback should be at the point of learning. 'Live marking' is direct, personalised and purposeful and should be used in <u>all lessons</u> to move learning forward. Feedback at this point must be <u>meaningful, manageable and motivating;</u> this will be visible through the improvement and application of concepts in pupils' work. Teachers should use black pen when giving live feedback.

Live marking should take place in all lessons, including writing, however first draft pieces of writing in all lessons must be quality marked at the end of the lesson (see below - review).

When providing live feedback, the following codes may be used at the point of feedback or the end of a lesson.

Marking code	Guidance	Additional Information
VF	Expansion of acronym: verbal feedback Verbal feedback was given. This may have been 1:1 or group feedback. If staff have given verbal feedback for the whole piece of work, no ticking should be used.	This can be used to acknowledge an incorrect response where verbal feedback has been given to support the pupils' understanding (summative feedback). This code can be used in conjunction with ticking or alone (summative feedback).
WS	Expansion of acronym: with support The task, or that part of the task, was completed with support. This may be written beside a particular element of the lesson to indicate it was not completely independent or at the end of the whole piece of work for the same reason.	This code can be used in conjunction with ticking or alone (summative feedback). **If staff have given support for part/ whole piece of work, no ticking should be used however <u>there should be very little, if any, error.</u>**

GP	Expansion of acronym: guided practice This indicates that step-by-step instruction (guided practice) was used to enable to learner to complete the task, or part of the task. This may be written beside a particular element of the lesson to indicate that guided practice was used or at the end of the whole piece of work for the same reason.	This code can be used in conjunction with ticking or alone. **If staff have used guided practice for part/whole piece of work, no ticking should be used however <u>there should be very little, if any, error.</u>**
Int.	Expansion of abbreviation: intervention This indicates that intervention will take place and has been planned for the pupil to further support them.	This should be used at the end of a piece of work that has been ticked (if appropriate). Evidence of the intervention should be recorded.

Pupils must be made aware what these codes mean and be able to talk about them. If a code of 'VF' was used, they should be able to explain that staff spoke to them about their work and be able to comment on what was said (they are not expected to remember this indefinitely however, they should be able to talk about recent feedback).

Spelling during immediate feedback

All written work should have spellings corrected where necessary. Not all spellings need to be corrected, however incorrect spellings of key vocabulary/ high frequency words/common exception words must be corrected.

To indicate an incorrect spelling, adults should underline the word spelt incorrectly. Pupils should then correct the spelling in their editing pen (colour is school specific). Pupils should be encouraged to use spelling knowledge, strategies and resources to correct misspelled words e.g. 'Fred Fingers'/use of a dictionary'.

Summary marking: Peer-/Self-Assessment (in lesson)

The use of peer and self-assessment should be a regular feature of learning in each classroom. When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers. For example, "I thought you used ...and...well...I think it would have been even better if ..."

Peer- and self-assessment are vital tools in consolidation and developing independence. Where staff choose to incorporate this tool, they must provide a scaffold for pupils to record their assessment on, making clear links to the learning intention.

Pupils complete this in editing pen. The scaffold provided must clearly evidence that the piece of work was peer-/self-assessed (or both). Pupils should be trained to write the marking code at the end of a piece of work.

Marking code	Guidance	Additional Information
SA	Expansion of acronym: self-assessed Pupil has marked their own work.	This can be extended to further consolidate learning: • pupils can underline (using a ruler) the concepts that have been applied throughout the piece of work. • Pupils may write a comment, suggesting improvements or relative to the success criteria, and sign their name.
PA	Expansion of acronym: peer-assessed Another child in the class/ group has marked a peer's work.	This can be extended to further consolidate learning: • pupils can underline (using a ruler) the concepts that have been applied throughout the piece of work. • Pupils may write a comment, suggesting improvements or relative to the success criteria, and sign their name.

This form of assessment can be used at varied points within a lesson.

Pastel marking

Within 'Application' lessons, the Trust's agreed approach is Pastel Marking. All drafted pieces (produced in 'Application' lessons) of writing must be marked using Pastel Marking; only work produced independently from working with teachers should be Pastel marked.

The expected features of GPS and vocabulary are identified within the 'Writing Toolkit', alongside the relevant coloured highlighters. Teachers use highlighters to identify pupil's use of the 'Writing Toolkit' within their draft. It is expected that teachers:

• **Immediate marking** - Use this approach during the lesson for at least one of the 'Writing Toolkit' areas; overtime, teachers may be able to address all areas of the

writing toolkit.

- **Review marking** - Complete Pastel Marking as distance marking after the lesson for all 'Writing Toolkit' areas.

Teachers must identify areas for improvement (in draft pieces) according to their academy's appendix.

It is expected that Pastel Marking is used to identify any improvements made from draft pieces within a published piece of writing. Pupils should not respond to marking of published writing.

Review marking

Review marking after the lesson should be kept to a minimum. It should always be used as detailed above for Pastel Marking of writing and to reinforce basic skills expectations, e.g. spellings, number formation, etc.

At other times it should only be used if it is relevant, succinct and supports pupil progress.

Spelling during review marking

All written work should have spellings corrected where necessary.

Pupils in UKS2 may be encouraged to use spelling knowledge, strategies and resources to correct misspelled words e.g. 'Fred Fingers'/use of a dictionary' rather than a teacher model.

A maximum of three spellings should be given to practise for pupils in KS1 and LKS2. In UKS2, pupils may have a maximum of five spellings. Pupils' ability level should be considered when determining how many corrections to give.

Marking code	Guidance	Additional Information
sp	*Expansion of abbreviation: spelling* Indicates an incorrect spelling. The correct spelling may be modelled at the end of the piece of work. If this is done, then children should practise writing it three times for each word.	Not all spellings need to be corrected however incorrect spellings of key vocabulary for the lesson and high frequency words must be corrected.

6. Further requirements

- Pupils use pencil or blue pen for all written work. A different colour pen should be used by pupils for in class marking, corrections and redrafting purposes.
- Marking by adults who are not the usual class teacher, should initial the piece of work.

This should be written in the margin, by the learning objective. Children may be trained to do this as part of writing the learning objective.

- Supply staff feedback should be identifiable using the code 'supply' in the margin.

Stickers and stamps may be used to celebrate and motivate pupils.

Although not essential, written marking and comments may be used where meaningful guidance can be offered when it has not been possible to provide during the classroom session. These should be responded to by the pupil.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment (using feedback at the beginning of the next lesson – this should be indicated at the end of the piece of work using 'VF' and the date of the feedback written).

Mathematics

All work is to be marked. Incorrectly formed or oriented digits should be identified, modelled and practised. Marking should indicate correct answers and identify errors that need correction. Pupils must be given the opportunity to make any corrections.

Marking of the remaining Core and Foundation Subjects within the National Curriculum

High expectations of the children's presentation, grammar and punctuation and spelling is applied to all foundation subjects and staff are expected to challenge carelessness in basic skills.

Immediate, verbal feedback should link to the learning and ongoing assessment for learning must inform the next lesson. Minimal written feedback should only be used if it is relevant, succinct and supports pupil progress.

7. Presentation

- Date all work
- Use the short date in KS1 and KS2 maths
- Use the long date in English and for topic work
- Name and date underlined
- Date to be on the left-hand side from the margin
- As children begin to use headings and subheadings these must be underlined with a ruler using a pencil / pen.
- For children learning correct letter formation and the joining of letters the school script should be taught.
- Mistakes should be indicated with one ruler line drawn through the centre.
- Correct use of margins should be taught and encouraged.
- Diagrams should be drawn in pencil and lines to labels should be drawn with a ruler in pencil (unless otherwise directed by the teacher).

8. Quality assurance

Senior Leaders will review samples of work from each class to monitor the implementation of this policy. An analysis will be made, and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment
- Consistency in teacher's marking across the two key stages and between year groups.

Appendix A – Browney Academy

Immediate Feedback: Live Marking (in lesson) from an adult

In the first instance, all feedback should be at the point of learning. Teachers should use green pen when giving live feedback and progress will be visible through the improvement and application of concepts in pupils' work. Live marking should take place in all lessons where possible.

During and after lessons, work should be marked using ticks to indicate correct answers and a dot should be used to indicate an incorrect answer. Incorrect answers where a pupil response is required, the dot should be highlighted in yellow.

Marking Codes

The code should be handwritten and placed in the margin. A highlighted yellow line would indicate an error which should be corrected. If work has been completed as a shared activity, this should be indicated in the top left margin using the code 'sw'. Where a code has not been used, this would indicate independent work.

KS1

SP	Spelling error
P	Missing punctuation
CL	Capital letter needed
FS	Finger space
SW	Shared writing

KS2

SP	Spelling
P	Punctuation
T	Tense
G	Grammar
∧	Missing word
SW	Shared Writing

Summary: Class mark (in lesson)

Where appropriate, the cohort may mark their work together with the guidance of a teacher. This process will involve discussion, modelling and questioning of concepts, methods and misconceptions made.

Pupils mark in purple pen in all subjects apart from maths which is marked by pupils in pencil. At the end of the piece of work they should write SA or PA in the margin at the top next to the lesson objective in purple.

Peer/self-assessment templates to be used when carrying out this form of assessment.

Summary: plenary/review (in lesson)

Where verbal feedback has been given pupils, teachers should write VF (Verbal Feedback) next to the area of work reviewed. When whole class feedback has been provided, teachers should write WC, next to the work.

Review: Marking (after lesson)

This form of feedback will be used in conjunction to 'live marking'. Feedback at this point must be meaningful, manageable and motivating.

All work should be adequately teacher, class or peer marked. Success will be indicated by the highlighting of the learning objective and a sticker or stamp used at the end of the work.

Reviewing learning objectives:

If a child is working towards the learning objective, LO is highlighted yellow.

If the learning objective has been achieved, LO is highlighted in green.

If the pupil has achieved mastery of the learning objective, LO is highlighted in purple.

Improvement Marking

Students need time to act on the feedback, in order to recall prior learning adequately. Children are given time to respond to feedback at the start of the next lesson, and should last no longer than ten minutes. During this time, the teacher should be addressing misconceptions. This could be 1:1, small group or as a whole class. Once children have completed improvement work, it should always be checked again, to ensure that they have not repeated misconceptions.

Feedback and marking requirements.

All staff should use green pen to give feedback.

Pupils use pencil or blue pen for all written work. Green pen should be used for in   class marking.

All marking must be initialled in the margin when not the class teacher. (Supply staff feedback should be identifiable using the code 'supply' in the margin.)

All teachers to use pastel highlighters.

Editing Pen

Pupils edit their work and respond to marking using a **purple pen**.

Appendix B – Carville Primary School

Improvement Marking

Mark	Description and when to use
Purple Pen	Used by the teacher to model and provide minor corrections.* Where appropriate teachers use succinct written feedback or scaffolds to support next steps towards the learning intention.
Black Pen	Used by teaching assistants and supply teachers to model and provide minor corrections.*
Green Pen	Used by pupils to edit, redraft, improve and correct their work.
Green Highlighter	Used by adults to highlight elements of pupil work that <u>evidences achievement of the learning intention</u>. This should be focused and avoid highlighting large sections of pupils' work
Pink Highlighter	Used by adults to identify where an error/ misconception has been made or where work could be improved to demonstrate broader or deeper understanding of the learning intention. Children must respond to this highlighting with a **green pen**.

*What constitutes a 'minor' correction?

An error that is otherwise used correctly throughout the work or in previous pieces – e.g, correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.

A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.

An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.

An odd spelling mistake that is usually within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Editing Pen

Pupils edit their work and respond to marking using a **green** pen.

Appendix C – Diamond Hall Junior Academy

Immediate Feedback: Live Marking (in lesson)

Staff should use the relevant colour pen and the code at the point of feedback. Staff should initial in the margin, at the left of the LI.

NB: live marking should take place in all lessons, including writing, however first draft pieces of writing in all lessons must be quality marked including highlighting key skills and features identified in the writing toolkit.

Summary: Class mark (in lesson)

Where appropriate, the cohort may mark their work together with the guidance of a teacher. This process will involve discussion, modelling and questioning of concepts, methods and misconceptions made. It is not to be a provided answer sheet that pupils tick their work from; feedback at this point must be <u>meaningful, manageable and motivating.</u>

Pupils mark in green pen. At the end of the piece of work they should write CM (representing 'Class Mark')

Summary: plenary/review (in lesson)

Where verbal feedback has been given as part of a plenary (at the end of a lesson)/review (in the next lesson) to a group or whole class, pupils should write VF (representing Verbal Feedback) at the end of a piece of work. Pupils write this in green pen.

This form of assessment can be used at varied points within a lesson.

Review: Quality Mark (after lesson)

This form of feedback will be used in conjunction to 'live marking'. Feedback at this point must be <u>meaningful, manageable and motivating.</u>

Teachers use:

Green highlighter to identify where the learner has met the learning intention. This should be focused and avoid highlighting a whole paragraph where necessary.

Orange highlighter to identify where an error or misconception has been made. This should be followed by an instruction/question that pupils respond to. NB: orange flash instruction/questions may need to be modelled or scaffolded to support learners in completing them independently e.g.

- Circle the missing punctuation: ! , . ?
- List three synonyms to enhance meaning:

1.

2.

3.

All teachers to use **Orange and Pastel Highlighters** for final pieces of writing and **Pastel Highlighters** published pieces.

- Success Points and Merits may be used to reward pieces of work/thinking in a lesson.

Review: Feedback and marking requirements.

- All teachers use red pen to feedback.
- Support staff use black pen to feedback.
- Supply use black pen to feedback.
- Pupils use pencil or blue pen for all written work. Green pen should be used for in class marking.
- All marking must be initialled. (Supply staff feedback should be identifiable using the code 'supply'.)
- All teachers to use pastel highlighters for final pieces of writing and published pieces.
- Success Points and Merits may be used to reward pieces of work/thinking in a lesson.

Staff should use the code #SP (# representing the number of points awarded) – this will show that a number of success points have been awarded and staff should record these on STARS.

Editing Pen

Pupils edit their work and respond to marking using a **green** pen.

Appendix D – Meadowdale Academy

Review: Feedback and marking requirements.

- All staff use black pen to feedback.
- Supply use red pen to feedback and write 'supply' in the margin.
- Pupils use pencil or blue pen for all written work.
- Purple pen should be used for in class marking (self-/peer-assessment).
- All teachers to use pastel highlighters for final pieces of writing and published pieces.
- Star points, stickers and stampers may be used to reward pieces of work/thinking in a lesson.

Marking Codes

Code	Meaning	Pupil response
⟷	Finger spaces	Re-write the words which need to be separated, below the orange flash
Aa	Issue with case of letters (uppercase/lowercase)	Correct the case of the letters highlighted
. ! ?	Issue with punctuation	Add the missing punctuation
∧	Missing word(s)	Write the missing word(s) above the arrow
tense	Tense	Write the correct tense of the verb, above the highlighted verb
↗	Enhancement of vocabulary	Write a synonym to enhance meaning, above the highlighted word
☁	Check the sentence makes sense	Rewrite the sentence, below the orange flash
✶	Edit and improve	Redraft the sentence, below the orange flash

Review: Pastel Marking (after lesson)

Teachers use XX to indicate where an error/misconception has been made or where a sentence could be improved to enhance the depth/purpose of writing. This should be followed by a marking code (see above). NB: instruction/questions may need to be modelled or scaffolded to support learners in completing them independently e.g.

- o Circle the missing punctuation: ! , . ?
- o List three synonyms to enhance meaning:
  - 1.
  - 2.
  - 3.

NB: Highlighters should be used to highlight the question/word/phrase/sentence, not a whole paragraph.

Editing Pen - Pupils edit their work and respond to marking using a **purple** pen.

Appendix E - Middleton- in-Teesdale Academy

Immediate Feedback: Live Marking (in lesson) from an adult

In the first instance, all feedback should be at the point of learning. Teachers should use green pen when giving live feedback and progress will be visible through the improvement and application of concepts in pupils' work. Live marking should take place in all lessons where possible.

During and after lessons, work should be marked using ticks to indicate correct answers and a dot should be used to indicate an incorrect answer. Incorrect answers where a pupil response is required, the dot should be highlighted in yellow.

Marking Codes

The code should be handwritten and placed in the margin. A highlighted yellow line would indicate an error which should be corrected. If work has been completed as a shared activity, this should be indicated in the top left margin using the code 'sw'. Where a code has not been used, this would indicate independent work.

KS1

SP	Spelling error
P	Missing punctuation
CL	Capital letter needed
FS	Finger space
SW	Shared writing

KS2

SP	Spelling
P	Punctuation
T	Tense
G	Grammar
∧	Missing word
SW	Shared writing

Summary: Class mark (in lesson)

Where appropriate, the cohort may mark their work together with the guidance of a teacher. This process will involve discussion, modelling and questioning of concepts, methods and misconceptions made.

Pupils mark in purple pen in all subjects apart from maths which is marked by pupils in pencil. At the end of the piece of work they should write SA or PA in the margin at the top

next to the lesson objective in purple.

Peer/self-assessment templates to be used when carrying out this form of assessment.

Summary: plenary/review (in lesson)

Where verbal feedback has been given pupils, teachers should write VF (Verbal Feedback) next to the area of work reviewed. When whole class feedback has been provided, teachers should write WC, next to the work.

Review: Marking (after lesson)

This form of feedback will be used in conjunction to 'live marking'. Feedback at this point must be meaningful, manageable and motivating.

All work should be adequately teacher, class or peer marked. Success will be indicated by the highlighting of the learning objective and a sticker or stamp used at the end of the work.

Reviewing learning objectives:

If a child is working towards the learning objective, LO is highlighted yellow.

If the learning objective has been achieved, LO is highlighted in green.

If the pupil has achieved mastery of the learning objective, LO is highlighted in purple.

Improvement Marking

Students need time to act on the feedback, in order to recall prior learning adequately. Children are given time to respond to feedback at the start of the next lesson, and should last no longer than ten minutes. During this time, the teacher should be addressing misconceptions. This could be 1:1, small group or as a whole class. Once children have completed improvement work, it should always be checked again, to ensure that they have not repeated misconceptions.

Feedback and marking requirements.

- All staff should use green pen to give feedback.
- Pupils use pencil or blue pen for all written work. Green pen should be used for in class marking.
- All marking must be initialled in the margin when not the class teacher. (Supply staff feedback should be identifiable using the code 'supply' in the margin.)
- All teachers to use pastel highlighters.

Editing Pen

Pupils edit their work and respond to marking using a **purple** pen.

Appendix F – Sacriston Academy

Review: Feedback and marking requirements.

- All school staff use black pen to feedback

- Pupils use pencil or blue pen for all written work.

- Green pen should be used for in class marking, corrections and redrafting purposes.

- Marking by adults who are not the usual class teacher, should initial the piece of work. This should be written in the margin, by the learning objective.

- Supply staff feedback should be identifiable using the code 'supply' in the margin.

Review: Quality Mark (after lesson)

This form of feedback will be used in conjunction to 'live marking'. Feedback at this point must be underlined meaningful, manageable and motivating.

All work should be adequately teacher, class or peer marked. Success will be indicated by adding the appropriate code beside the learning objective:

MA	Mostly achieved
A	Achieved
WT	Working towards

A gold star stamp will be used at the end of a piece of work to indicate excellent effort.

Some pieces will require quality marking (such as extended writing pieces and every couple of written pieces in history or geography, or final pieces in another topic).

Teachers use:

- **Green highlighter** to identify where the learner has met the learning intention. This should be focused and avoid highlighting a whole paragraph where necessary.

- **Orange highlighter** to identify where an error or misconception has been made. This should be responded to by pupils (marking code in the margin will indicate this).

- **Purple highlighter** to identify greater depth elements within work.

Marking Codes

○	Missing punctuation (ks1)
P	Punctuation (ks2)
FS	Finger space
G	Grammar
∧	Missing word

//	Use a new paragraph
T	Incorrect tense
SP	Spelling error
Write the letter or number to be corrected in green at the end of the piece of work – practice required	Letter / number formation
Neat line ruled through error	Error made

Editing Pen

Pupils edit their work and respond to marking using a **green** pen.

Appendix G – Balliol Primary School

Marking Codes

Review: Feedback and marking requirements.

- All teachers use green pen to feedback after the lesson.
- All teachers use black pen to live mark during the lesson (along with pastel marking / green and orange)
- Support staff use red pen to feedback (with initial in margin).
- Supply use red pen to feedback (with 'supply' written in the margin).
- Pupils use pencil or blue pen for all written work.
- Pupils use purple pen to respond to feedback and to edit their work.
- All teachers to use pastel highlighters for final pieces of writing and published pieces.
- Dojos and stickers should be used to reward pieces of work/thinking in a lesson. A sticker at the end of the piece of work represents 5 Dojos.

Marking Codes

These marking codes may be used during live feedback (black pen) and review feedback (after the lesson in green pen).

Code	Meaning	Pupil response
←→	Missing finger space/s	Re-write the words that need to be separated at the end of the piece of work in purple pen.
Aa	Issue with the case of letters	Correct the case of the letters highlighted in orange.
.!?	Issue with punctuation	Add the missing punctuation / correct the punctuation used.
^	Missing word/s	Write the missing word/s above the arrow.
tense	Issue with verb tense	Write the correct tense of the verb above the verb highlighted in orange.
↗	Enhancement of vocabulary needed	Write a synonym to enhance meaning above the word highlighted in orange.
⬭	This sentence does not make sense	Rewrite the sentence at the end of the piece of work on purple pen.
*	This sentence could be improved	Redraft the sentence at the end of the piece of work using a purple pen.

Review: Quality Mark (after lesson)

This form of feedback will be used in conjunction to 'live marking'. Feedback at this point must be meaningful, manageable and motivating.

To indicate whether the learning intention has been met, teachers mark a green (met), orange (partially met) or pink (not met) flash with a highlighter at the end of the learning intention.

Throughout every piece, teachers use:

- **Orange highlighter** to identify where an error or misconception has been made. This should be followed by an instruction/question that pupils respond to. NB: orange flash instruction/questions may need to be modelled or scaffolded to support learners in completing them independently e.g.

    o Circle the missing punctuation: ! , . ?

    o List three synonyms to enhance meaning:

        1.

        2.

        3.

- All teachers to use **Orange and Pastel Highlighters** for final pieces of writing and **Pastel Highlighters** for published pieces.

- Dojos and stickers should be used to reward pieces of work/thinking in a lesson. A sticker at the end of the piece of work represents 5 Dojos.

When Pastel Marking is NOT being used, teachers:

- Use green highlighter throughout the work to identify where the learner has met the learning intention. This should be focused on specific skills demonstrated and skills must be fully accurate.

Editing Pen

Pupils edit their work and respond to marking using a **purple** pen.