



LANDAU
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MOORHEAD

Policy Name	Guidance & Marking Feedback Policy
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Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback.

Marking

All work will be acknowledged in some form by class teachers with a priority of marking immediately in the session with the child.

In Foundation Stage & Key Stage 1, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In Key Stage 2, written marking and comments should be used.

Marking should be used to differentiate the learning for children and be specific to the child's needs. For example, whereas one child may need to find the missing capital letters and full stops, another child may need to include subordinating conjunctions.

- Pink pens will be used for all positive aspects ('Pink for Positive')
- Green pens will be used for all next step comments ('Green for Growth')

Peer Assessment

Children may be asked to review each other's work in pairs. Peer assessment is modelled from the Foundation Stage so the children understand the principles of giving feedback to each other. Children will be taught to give constructive guidance related to the steps to success. Peer assessment and responding to peer assessment is done in red pen.

Pink Post it – What criteria have they met? Give an example



Green Post it – What criteria have they not met?

Children would then be expected to respond to this, as with any feedback.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes – reducing teacher workload. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes.

These codes can be found on the back of each classroom door to support teachers in the speed of their marking, with the aim to reduce workload.

Spelling Mistake	Sp
Capital Letter	Cl
Punctuation	P
Finger space	FS
Grammatical error	
New paragraph	//
Correct	Pink tick
Incorrect	Green dot
Next steps	



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