



MARKING AND FEEDBACK POLICY

Introduction

At **St George's and Mossy Lea Primary** School, we believe all children are entitled to regular and comprehensive feedback on their learning in order to help them be determined and confident, knowing God is with them as they learn, care and share, through work, play and prayer.

Aims

- value and celebrate children's work and effort;
- provide clear feedback linked to learning objectives and next steps;
- identify strengths, misconceptions and areas for improvement;
- promote reflection and self-assessment so children can respond to feedback and improve their learning;
- support accurate teacher assessment and inform future teaching and planning;

Principles of marking and feedback

Marking and feedback should be positive, constructive and purposeful, recognising children's strengths and effort before identifying clear next steps for improvement. Feedback should relate directly to the lesson objective or success criteria and focus primarily on the subject being taught, while also supporting the development of basic literacy and numeracy skills across the curriculum.

Effective marking involves both the adult and the child; therefore, children should understand marking codes and be given opportunities to reflect on and respond to feedback. Marking should be appropriate to the age, ability and needs of the child and applied consistently across the school by teachers and teaching assistants.

The outcomes of marking should inform teacher assessment, future planning and next steps in learning, including providing challenge where children have confidently achieved the learning objective. Marking and feedback should reflect the school's wider assessment practices and celebrate children's achievements. Marking should normally be completed before the next lesson in that subject.

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Personalised praise comments
- Stickers – identifying progress against learning outcomes, targets or levels of attainment or providing a challenge question
- Stickers or stamps – smiley faces, stars etc.
- School and class reward systems

Monitoring and review

The Headteacher and Senior Leadership Team will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme.

Marking strategies in all books

Summative marking – marked with (✓) and (C)

These symbols will indicate to the child that their work is correct or needs checking.

Focussed marking – in a colour different to the child's work (not purple)

Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Grammar – marked with a (G or P)

This symbol is used to indicate grammatical errors linked to prior learning or age-related expectations that pupils are expected to apply independently.

Spelling – marked with (SP)

This symbol is used to indicate spelling errors linked to prior learning or age-related expectations that pupils are expected to apply independently.

Spelling – marked with (GPC)

This symbol is used to indicate spelling errors where children will use their GPC chart to find an alternative spelling for the underlined sound. This will usually be used for children in Year 1, 2 and 3

Verbal Feedback – marked with (VF)

This symbol is used to indicate that the child has received and acted upon individual, verbal feedback.

Self marking or peer marking – marked with purple pen

Children should be trained to self-mark closed tasks and to identify successes in peer's work against the success criteria.

Marking strategies in English

All 3 writing outcomes (modelled, independent and cross-curricular) should have the success criteria stuck next to the work, and marking should be geared towards this. Writing should be marked with M, I or C accordingly.

Modelled writing should be heavily marked, using pink (for tickled pink) and green (for growth) highlighters.

Independent and Cross Curricular writing should be marked against the success criteria using ticks but do not need highlighting.

Marking strategies for children with SEN

Marking should be appropriate to the needs and the ability of the child. Their work may be marked against their own targets from their IEP or PIVATs. Feedback should be communicated in a way that meets the needs of the child. For some children this may be verbal or pictorial.

Marking strategies in Maths

Work books are to be marked the day the lesson takes place by the child and checked by the teacher. Good practise is to ensure that teachers and TAs check work throughout the lesson, and when time allows, mark as the children work.

Marking in workbooks does not need to have next step identified as the teaching progressions through the books identifies the next step on the next teaching day.

Workbooks may be marked using the following codes:

S – this work was supported

I – this work was independent (where the rest of the work in the lesson or the usual work for this child is supported)

VF – verbal feedback given, as above