



Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

“We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.”

Marking and Feedback Policy.

This policy complements the Learning and Teaching policy at Great Marsden St. John's CE Primary Academy. It is a vital component in maximising the full learning potential of all our children.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'

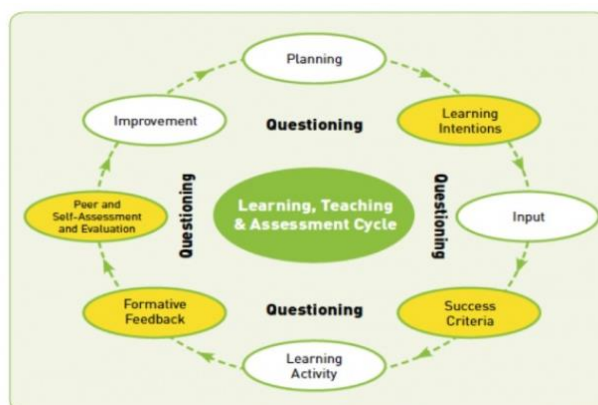
In addition, we believe that marking and feedback should celebrate success, improve pupil's understanding and move learning on.

It must be **meaningful** to children, **manageable** to adults and **motivating** for all.

It must be **focused** on the Learning Objective, Success Criteria and differentiated expectations.

It will be **consistently applied**.

Feedback and Marking are pivotal in the AfL Cycle



For children to succeed, the subject matter must have been presented clearly, understanding checked systematically and misconceptions addressed.

High quality teaching, including clear modelling of learning, is an expectation for every lesson across the curriculum.

Adaptive and Responsive Teaching.

To maximise the impact of feedback and marking it must be embedded in effective formative assessment across the curriculum:

- Expected outcomes must be clear (i.e. focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc).
- Skilful questioning is used to:
 - explore pupils' understanding of the learning taking place - hinge questions built into lessons
 - identify misconceptions
 - challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- Throughout lessons, teachers adapt teaching and respond by:
 - addressing misconceptions
 - providing extra support/prompts/resources to scaffold the learning where necessary
 - providing opportunities to experience deeper learning for those pupils who are ready
 - allowing pupils to reflect on their learning and make improvements.

Marking Strategies

Approaches:

- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place.

A record of this could take the following form;

KS1 VF adult writes a brief note in the child's book to explain what was discussed.

KS2 VF child writes a brief note in their book to explain what was discussed.

We consider this method to be highly efficient as it can highlight successes and address misconceptions on the spot whilst the adult is walking the floor.

- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. Research by Hattie and Clarke concluded that it is sometimes better to come back and look at learning at a later date so that children have to actually read their work rather than knowing what they thought they had written.
- It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.
- When distance marking, the following should be taken into consideration:
 - Can the children read and understand the comments or have the comments been explained?
 - Handwriting, grammar and spellings are modelled correctly according to our policies.
- **Self –assessment and evaluation** – pupils are given the opportunity to reflect on their own learning. Emotion faces will be used to self-assess/reflect upon their progress against the **LO and/or Success Criteria**. The face will be known as the 'Self-Assessment Face'.



- **KS2** - children add an explanation of the choice they have made. These can also be linked to being a 'BRIGHT' learner.
To model the process and to help become reflective learners, prompts may be given in the form of sentence starters, for example 'I did well with this today because.....' 'I now know.....'
- **Growth Mindset** – Children give themselves a score as to the level of effort used in task completion. (See class display)
- **Peer assessment and evaluation**
We understand that effective peer and self-assessment must first be modelled and taught to the children, so that they can analyse their learning in direct relation to the LO and Success Criteria.
Pupils are given opportunities to work with other pupils to assess and evaluate their own, and others', learning and to make suggestions for improvement. In Literacy lessons this is guided by the KLIPs in each year group for editing and improving. This can then be transferred to other subjects. Children should be guided to use the LO and Success Criteria to highlight successes and next steps. Reflective dialogue is as important as written outcomes. Peer marking within the Maths session is actively encouraged to enable immediate reflection and understanding.
Where a piece of work has been peer marked, it still needs to be checked by the teacher.

Non –negotiables for effective Marking and Feedback.

At GMSJ our expectations are clear and unambiguous.

- Each piece of work will be marked by an adult including any work assessed by pupils – this may just take the form of initialling to acknowledge that the work has been seen.
- All adults mark in green and children peer and self-assess in red.
- All work will be marked promptly – before the next taught session in that subject.
- Work will be clearly identified if completed with support (G). Supported/Guided work should be initialled by the adult. This will need no further marking as quality feedback will have occurred throughout the guided session.
- GROW IT TIME is an opportunity for children to correct or improve their work. There is no specified way of running 'Grow It time' as the age and ability of the children must be considered and this will be at the teacher's discretion. This may for example take place at the beginning of the next lesson taught in that subject or at the beginning of some mornings. Grow Its may also take the form of a short, focused intervention group if several children have the same type of activity to undertake – this may be at any time during the day.
Grow Its need to be acknowledged by the children and marked by an adult. They should be completed in BLACK pen from year 2 onwards.
- **In English/written work in any subject -**
 - Any short writing opportunities will be marked and feedback (oral or written) given on all pieces of work in line with our system of stamps and prompts.
 - Longer and independent writing tasks, for example those completed in the writing phase of a unit or those that are cross curricular will be marked and feedback (oral or written) given.

- Pieces of 'Extended Writing' are marked for assessment purposes. Children are not expected to correct errors or make additional changes following marking.
- Guided Reading Journals must be marked.
- **KS1** - Phonics books to be marked whilst walking the floor.
- **KS2** - Children use the self marking system as in the Spelling policy.

- **In Mathematics**

- Correct answers will be marked with a tick.
- Partially correct working out may be annotated to show where the error occurred.
- Incorrect answers will be marked with a dot ●. If these are marked during the lesson, the expectation is they will be recalculated and corrected during the lesson.
- Desired corrections will be marked with a dot and a C - ●C
- All work will be marked in line with the schools systems of stamps.
- Challenges, extensions and consolidations will still be given when appropriate.
- Key Maths vocabulary **MUST** be corrected if mis-spelt, in line with English guidelines.

Stamps.

At GMSJ we use marking stamps to assess how well children have achieved the desired learning objective/success criteria.



From here, we are able to move learning on with a 'Next Step' challenge, extension tasks or consolidate learning with 'Grow It' activities, as and when deemed appropriate.

Stamps are also used to indicate if a supply teacher or a student teacher has marked the work.

Marking codes.

These would normally be in the margin. Adults may indicate where the spelling / punctuation / mathematical error is. If it is deemed that the child has the ability to locate these themselves, then general guidance will be given by the marking codes.

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher and write a **brief** explanatory comment if required. **KS2** - this can be written by the child.

G – support given/Guided work – all adults to initial.

HP – house point

S Spelling mistake

P Punctuation missing or incorrect.

C capital letter omitted or in the wrong place.

^ word missing

// new paragraph

?  Incorrect grammar or to indicate that the sentence does not make sense.

✓ correct answer or to highlight something done well e.g good vocabulary, accurate punctuation etc.

- Incorrect answer
- **C** Incorrect answer that needs correcting.

Review:

Policy reviewed March 2023 (RH)

Next review September 2025 or sooner if required.