



Great Marsden St John's Primary School

Church of England Academy

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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.

At Great Marsden St. John's we believe that marking and feedback should celebrate success and move learning on.

Principles

Marking and feedback MUST be;

Meaningful – to children
Manageable – for adults and
Motivating - for all.

It should be;

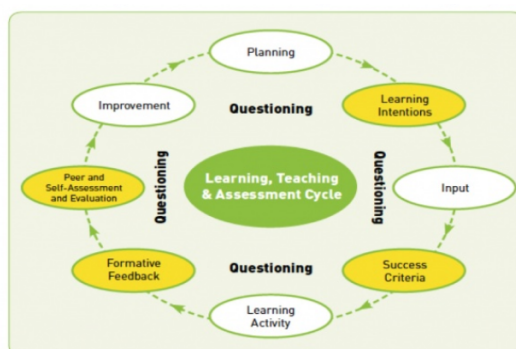
Focused – on the Learning Objective,
Success Criteria and
differentiated expectations.

It should;

Consistently address – spelling,
grammar,
misconceptions
punctuation,
presentation and
address next steps for learning

in ways which are appropriate to an individual child's age and development.

Feedback and Marking are pivotal in the AfL Cycle



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;
 - VF plus a brief note in the child's book to explain what was discussed.We consider this method of marking 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's progress in learning. 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?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments? (See Handwriting Policy)

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.

- **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**. When appropriate, children can add an explanation of the choice they have made.

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.....'
The face will be known as the 'Self-Assessment Face'.



- **Growth Mind-set** – Children give themselves a score as to the level of effort used in task completion. (See class display)
- **Peer assessment and evaluation** – pupils are given opportunities to work with other pupils to assess and evaluate their own, and others', learning and to make suggestions for improvement. 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.

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 a timetabled learning session. There is no specified way of running 'Grow It time' as the age and ability of the children must be considered. Grow It time takes place during the first 15 minutes of the school day. 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 by the pupil.
- **In English/written work in any subject -**
 - Any short writing opportunities will be marked and feedback 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 are quality marked for assessment purposes.

- Pieces of 'Extended Writing' are marked for assessment purposes. Children are not expected to correct errors or make additional changes following marking.

- **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 ●
 - 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.

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.

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

HP – house point

SP – supply teacher – teacher to initial.

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 November 2020

Next review September 2022 or sooner if required.