

HINTON ST GEORGE CHURCH OF ENGLAND PRIMARY SCHOOL

'Let Your Light Shine'



Marking and Feedback Policy

Adopted: March 2023

Frequency of Review - Every 2 years

To be Reviewed: March 2025

Signed _____

Chair of Governors

Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the date given on the cover page.

Hinton St George C of E Primary School

Marking and Feedback Policy

Ethos Statement

The Christian foundation of the school ensures that the spiritual development of the children and Christian values have a particular emphasis within the whole life of the school. In accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level, we aim to develop within our children not only an awareness of self and sensitivity to others, but also the acquisition of a set of moral values and the confidence to make moral judgements and develop habits of self-discipline and acceptable behaviour. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

Philosophy

We believe that constructive marking and feedback helps to raise standards. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Written marking will be monitored by the Headteacher and contribute towards the school's overall monitoring cycle.

The agreed practice of marking must be:

- consistently applied by all staff
- clear in its purpose
- manageable
- productive in its outcomes
- informed by pupils' individual learning needs and previous assessments.

Principles

Teachers spend a large proportion of their time marking and assessing pupils' work. In order to achieve a whole school approach, marking methods are agreed and are:

- central to classroom practice
- part of effective planning
- consistent across year groups
- developmental across the Key Stage
- sensitive and constructive
- consistently applied by all those working with children in school, including supply and student teachers and support staff
- monitored by the Headteacher
- clearly displayed in classrooms and children's attention must be regularly drawn to these

Pupils are also central to this approach by:

- being encouraged to comment on the work themselves or discussing it with the teacher
- being given the opportunity to self-assess individually, in pairs, or in groups
- being given time to act upon feedback given

The pupils can therefore:

- keep track of what has been done and what still needs to be done in the time available
- know the expectation of the teacher
- start to evaluate against the criteria, seeking help where needed
- be in a position to mark his or her own work or cooperate with a response partner
- confidently work with others who share the same criteria
- engage in a meaningful plenary to the lesson.

Marking for Learning

Feedback should be an integral part of the everyday work of teachers. It should be used to:

- inform the short term planning cycle
- inform teachers about the progress of pupils
- inform pupils how well they are doing and what they need to improve
- provide information for other adults

Interactive learning

Teachers should use a variety of strategies to ensure that pupils are part of the assessment process such as:

- verbal feedback-teacher and pupil
- quality/focused written marking with time for follow up
- peer assessment (pupil and pupil) and self-assessment
- clear success criteria and learning outcomes should be the focus of self and peer assessment, and this process is most effective when modelled during plenaries and mini plenaries where improvements can be modelled

How do we mark children's work?

Children's work must be marked using green and pink pens according to appendix 1. The school makes use of a variety of forms of marking/feedback:

Oral Feedback

Children should receive regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. The work will then be marked using the code in appendix 1. Children of all ages need oral feedback, and we feel this is the most important and useful form of feedback and that verbal feedback has the most impact on a child's next steps in learning.

Written comments are not usually used as feedback for children in Early Years but may:

- Provide an explanation of what the child has produced (e.g. A description of a picture; a comment made by the child about the picture; the writing decoded for others to read).
- Highlight an objective that the child has met or on progress that has been made.

Teachers employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the pupils.

Summative Feedback / Marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children as a result of discussion. Where the work has seen significant adult input/support, it should be indicated using the agreed codes in Appendix 1 and 2.

Formative Feedback / Marking

Marking should always relate to the learning objective/outcome and any success criteria formulated as part of the lesson or unit of work. Where relevant, marking should provide opportunity for children to make progress by providing an improvement task, and where appropriate a 'closing the gap' task. When marking teachers should be using formative assessment to identify gaps and these gaps **may** be addressed with a pre-activity before the next lesson.

Shared Marking

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group under the Visualiser. This enables the teacher to model the marking process and teaches particular points at the same time.

Whole-class feedback

This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary.

Teachers look for opportunities to provide positive public feedback to children concerning work.

Acknowledgement marking

Work is simply ticked or initialled to show that the teacher has seen the work. An encouragement comment such as 'well done' or 'an excellent piece of work' **may** be added as appropriate.

This type of marking is suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding. It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

Self- and peer- Assessment

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment when they are confident with the process.

Stage 1: Children as young as Year 2 can identify their own successes with ease if the learning outcome is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

Stage 2: When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner, or an adult, to affect an improvement.

Stage 3: Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

Spelling and Grammar

Children will be encouraged to use correct spelling rules and grammar. Errors will be identified and feedback will be given as the teacher sees appropriate. Subject-specific vocabulary spelling will be corrected, as will words at an appropriate level for the child. For example, in a science lesson, scientific vocabulary will be corrected alongside words appropriate to the child's ability. Teachers will use their professional judgement to avoid 'over-marking' grammatical or spelling errors. The corrected word will be recorded in the piece of work by the teacher and children will be given the opportunity to improve their spellings by re-writing the word three times or by putting it into a new sentence immediately after their work. This applies to the high frequency/tricky words or any other word deemed appropriate by the class teacher.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Headteacher.

This policy should be read alongside the following school policies:

- SEND and Disabilities Policy
- Behaviour Policy

Appendix 1 – Agreed Marking Symbols:

T	Teacher support for task
TA	Teaching Assistant support for task
I	Work completed independently by pupil
GW	Group Work
ST	Supply Teacher
VF	Verbal feedback given (write word or short comment to highlight feedback given)

// New paragraph/new line

| Finger space needed.





An arrow to indicate next steps.

Underlined or Highlighted in Pink = Tickled Pink highlights great work (this may be linked to the learning objective)

Underlined or Highlighted in Green = Green for Growth highlights where improvements need to be made.

Spellings:

Underline word spelt incorrectly, in Upper Key Stage 2 put SP in the margin. The class teacher will re-write the word correctly, and pupils then copy the word three times. The class teacher may also ask children to re-write the word in an appropriate new sentence.

 Indicates incorrect letter/number formation e.g. 

 Indicates punctuation errors e.g. 

In Maths all of the symbols on the previous page and:

√ Calculation is correct

▪ Calculation needs correcting

Symbol to indicate Maths resources have been used:

