



Guildhall Feoffment Community Primary School

Marking & Feedback Policy

Approved by the Governing Body

Signed: _____

A handwritten signature in black ink, written over a horizontal line. The signature is cursive and appears to be the name of the Chair of Governors.

Chair of Governors

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1. Purpose

This policy acts as a guide to marking and feedback as part of the daily teaching cycle. It works to ensure a commonality of expectation and consistency of approach throughout Guildhall Feoffment Community Primary School.

2. Rationale

Marking is an integral part of the assessment process. The focus for marking must be for the teacher to identify the next steps needed in the teaching cycle and from this, for the children to understand what success looks like and what they need to do to achieve it.

Marking is not for any third party to judge effectiveness of teaching, it is a dialogue between the teacher and child. It may happen during or after the lesson, it can be verbal or written, there may, or may not be a record.

Where there is a clear misunderstanding in a child's thinking, a written comment would be unlikely to address this, it needs to be re-taught. Where a child has not included a key feature, for example 'paragraphs', a comment to say 'use paragraphs' would not necessarily move the child's learning on. If they could use paragraphs, chances are they would have.

At Guildhall Feoffment Community Primary School we understand that marking and feedback is part of a complex assessment phase. It can happen during or after the lesson, it can be verbal or written, there may, or may not be a record.

The different aspects of marking

Staff at Guildhall Feoffment will engage in marking and feedback which moves the learning on. This takes the form of marking for next steps and marking to correct known errors. This we refer to as secretarial errors. However, staff may choose occasionally to add motivational comments where their experience tells them that it will make a difference on the motivation of a specific child.

3. Aims

- To assist the teacher in understanding the next steps for the teaching sequence for each child
- To assist the teacher in identifying the level of scaffolding and challenge needed for every child.
- To involve children in their learning, so that all pupils know and understand what the goal is, where they are presently and what they need to do next.
- To correct mistakes which children should not be making.
- To assess children's learning against stated learning objectives or success criteria.
- Assessment including marking and feedback 'LIVE', (during the lesson) will be prioritised over doing so post task. This would take the form of a dialogue between teacher and child and therefore not be also recorded.
- Where it is not possible to mark and give feedback during the lesson as a teacher may have had a focus or guided group, the feedback will occur at the start of the next phase of the learning process, usually the following day.

4. General Presentation

- All children's work will be dated and have the learning objective at the start of their work. This will either be stuck onto the children's work or written by them according to their ability.

- The learning objective will be a phrase or statement which makes it clear to understand the general purpose of the work completed. It may not be a lengthy statement with specific details as this takes learning time with limited impact on learning.
- When it is written by them, there should be a line between date, learning objective and the start of the work. These should all be underlined with a ruler.

5. General Marking and Feedback

- Where possible staff will mark the work with the child during their lesson. This may include a discussion, pointing out errors or misunderstanding and giving advice and learning points. The teacher may model the new learning in the child's book.
- The child's book should therefore become the record of learning.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible.
- Expectations of marking and feedback will be the same for all written work regardless of the subject.
- Where work needs to be checked for errors, ie a number of calculations or sentences with a specific feature, these will be ticked individually so the child and teacher can identify any misunderstandings which may lead to a teaching point.
- Comments, whether verbal or written, should relate to the learning objective, curricular target or success criteria for the task. Task expectations must be made clear to the child before commencing.
- Secretarial errors will be identified as appropriate to the age and ability of the child, using the agreed marking code (appendix 1).
- Agreed symbols will be used consistently across the school when marking. Expectations of these will increase as children move through the school.
- Marking will be completed in purple for members of staff and green for children.
- The teacher will highlight the learning objective in green or amber to signify to the child if they have achieved the objective (green), or are still working towards it (orange). Some staff might choose to use a mix of green and orange where the pupil is close to attaining and needs a little more practice.

6. Marking and Feeding Back with Peers

Children need to talk about their learning with others. This encourages them to reflect on the Learning Objective and consider how well they have achieved.

- From the start of school, children begin to talk about their work with their peers. This may include; identifying and assessing it against the success criteria as well as discussing next steps to help move their partner's learning on.
- Response partners can be used to allow children to comment on one another's work. Where this is used, children will receive training first. The author of the work will be the only child to correct or write on their work, using guidance from their peer.

7. Further Marking

Where children are producing an extended piece of work, the teacher may include further marking.

- This marking may highlight features which are effective, or identify aspects which need to be further edited.

- The purpose of this marking is to scaffold the child in their editing phase before they produce their final piece of written work.
- As children move through the school, the amount of support given must be reduced – in line with National curriculum expectations. Therefore, the amount of scaffolding seen in the marking will be reduced as the children move through the year groups. This should enable the children to work with increasing independence.
- For some extended writing work a checklist of success criteria will be stuck into children's books just after the work and checked by both the pupil and verified by the teacher. This practice will be more likely in KS2.

8. Secretarial Marking

Children should increasingly check their work before sharing with the teacher as they move through the school. Where children make errors which they should now be avoiding we refer to these as secretarial. They may include forgetting basic punctuation, spelling simple words they should know, incorrectly.

- When work has been handed in that is to a poor standard and well below the age and/or ability of the child, they may be asked to re-write a portion of it.
- When work is being marked and the teacher identifies errors which the child should not be making, they will use the agreed code to draw the attention of the child to the error so that they can correct it.
- Children will be given time to correct these errors.

9. Feedback

Teachers use assessment during the lesson to better understand what the children's next steps are. This can be done using a variety of methods, including, asking questions, looking at the work the child has completed, talking to the child about their learning, listening to the children talking about their thinking with their peers, marking the child's work.

This assessment is then used to guide the teacher in understanding what knowledge and skills the child already has, what they need to know and how to bridge the gap.

If a child has not understood the learning, has a misunderstanding or has not made expected progress they will need further teaching.

Rather than writing this in a child's book, which is often unhelpful, a teacher will plan the next step in learning to address these areas.

10. Monitoring arrangements





All members of staff are expected to be familiar with the protocols and to apply them consistently.

The Senior Leadership Team along with Governors will monitor the adherence to the policy and check for consistency and progression across the school.

These protocols will be reviewed every two years.

Appendix 1

Marking Codes

Guildhall Marking and Feedback	
	Green highlight tick next to L.O. if L.O. is achieved
	Orange highlight tick next to L.O. if L.O. is partially achieved (mix of the two for those close to the standard)
	Highlighting good examples in independent written work (could be word choice, punctuation, super sentences) This could be reflected in brief written comment at the end of the work.
	Highlighting areas to be improved in independent written work u (could be a word e.g. big - think of a better synonym or a paragraph to be improved) This could be reflected in brief written comment at the end of the work.
SP	Spelling to be corrected
P	Punctuation is incorrect or missing
G	Grammatical error
V	Improve vocabulary choice
HP	Housepoint given for presentation/effort etc.
●	Incorrect answer/ think again
✓	Correct answer

In Early years the maths is practical. Some of it will be recorded photographically and annotated for Learning Journeys.

In Key Stage 1 verbal feedback is used during the lesson and will be noted with a **VF**.

IW is used to show when work is independently done for pupils who normally need adult support.

GW will be used for guided work.

As the children move through Year 1 they will increasingly be expected to revisit their work to do a next step.

In Key stage 2 GW will show that the child had some support with a particular part of their work. Otherwise it is assumed that the child has worked independently.