Gisburn Road Community Primary School

Marking and Feedback Policy

We need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel that their writing is valued.

Date reviewed:	**October 2026**
Next review date:	**October 2027**

Tdrive:/Policies

MARKING AND FEEDBACK POLICY

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. At our school we agree that there has to be continuity of approach and philosophy where marking is concerned, so that the child knows what they have done well and what they need to do to improve further. Marking pupils' work is an essential part of our ongoing day to day formative assessment procedure. How children's work is received and marked and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievements.

Principles

- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive learning culture of Gisburn Road school
- Feedback maybe written and/or oral
- It may be immediate or reflective (i.e working with the pupil or marked away from the pupil)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- When giving feedback, it is important to be aware of the difference between careless mistakes and errors resulting from misunderstanding
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take in to account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AFL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, 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; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time. It is important that these do not disrupt the flow of learning or prevent pupils from achieving an appropriate outcome to the lesson.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement and encourage them to be active participants who take responsibility for their own learning.
- Feedback and marking given will inform future planning

Expectations - Non-negotiable

- All work to be marked on a daily basis
- Writing will be marked daily during the 'drafting & editing' phase, with a confetti approach for the remainder.
- Teaching assistants to mark the group they have guided and supported. Initial work. Add comments to the Day Book where appropriate.
- Marking of writing pieces must complete the daily formative records in the Day Books using the △system.
- Give children 'fix-it' time each day to respond to the feedback
- Teachers need to check the 'fix-it' work or deploy a TA to do so
- Teachers need to adjust lessons for the next day in light of the marking assessment
- When pupils are given an improvement comment, they should respond in their purple polishing pens so their response is clear.

General points

- Any 'coding' or short-hand marking should be consistent across the whole school. See **Appendix 1**
- Use of a child's name in a written comment personalises it.
- Sharing work with the whole class or with a focus group is helpful when done in a positive, supportive manner. E.g. Asking for a response sandwich - 1)Identify a positive 2) Suggest an area for improvement 3) Positive again

Marking Strategies

Approaches:

- **Individual oral feedback** about the child's work, can be indicated by a written symbol or phrase (e.g. smiley face). This may be used with the younger children where only small amounts of work are generated at a time.
- **Whole-class oral feedback.** Usually happens at the end of lessons, going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.
- **Group oral feedback.** When working with a group, feedback is part of a dynamic process either at the end of or during the lesson.
- **Work simply ticked or initialled.** Enough oral feedback takes place during lessons for this to be all that is required for most children to have achieved a fair level of understanding. Oral feedback will be marked with VF.
- **Quality marking by teacher.** Work will be marked more thoroughly. This marking will be focused on the learning objective and success criteria. Green highlighter will be used to show when success criteria have been met. Marking will include comments and actions for next steps or challenges for deeper learning. All work to be marked daily in preparation for 'fix-it' time the next morning.
- **Teaching Assistants.** Teaching assistants will be expected to mark the outcomes for the group they have supported and indicate their assessment of the children using the △ method. Comments should be added to the Day Books for the teacher to evaluate.
- **Early Years Foundation Stage.** The majority of feedback will be instant and verbal. As the year progresses children will see more written feedback in their guided books.
- **Self/Peer Marking** (either alone or in pairs as response partners). Children will be gradually trained to identify their own successes and improvement needs, with control gradually handed over from teacher to child. This then means that more pieces can be marked in this way. The feedback is many dimensional: child self-evaluation, response partner contribution and some teacher feedback.
- **Combination of the above.**
- **Marking every error** (copy editing). This is appropriate when the piece is to be displayed and an exemplary copy is needed or when the learning objective is focussed on grammar, spelling and punctuation. This should always be carried out in the drafting process of writing. Secretarial errors with Grammar Punctuation & Spelling (GPS) need to be identified.
- **Can children read your comments?** Teachers must model handwriting that must be legible and cursive in style.
- **Children must be given 'fix-it' time.**
- **Teachers need to review work done in 'fix-it' time.**

Prompts

Closing The Gap prompts:

- **Reminder prompt** – the simplest form of the prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. LO: To use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a …….. monster with teeth like ……

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- spine-chilling

Foundation subjects

Marking should be specific to **skills highlighted** in the lessons and subsequent follow up work. The teacher should identify the specific skills been taught and children write the skill and highlight it.

Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made. **The same Marking Prompts (see above) should be used in pupil books.** The overall effect for good quality marking is a confetti approach.

Focused marking or feedback should be related to the objectives of the lesson with some focus on Grammar, Punctuation and Spelling when wider writing opportunities have been given.

English

Expectations

- All end of unit outcomes will be marked in detail with children receiving quality feedback throughout the drafting process.
- This could be from the teacher, from the child themselves, from a peer or a combination of all/any of the strategies listed.
- All extended writing pieces will be quality marked and provide evidence of independent writing which will form part of the summative assessment process.
- All comments should focus on up-levelling the child's writing
- Reading Journals will be marked following the Guided Reading weekly objectives

Grammar, Punctuation and Spelling

Grammar and punctuation should be corrected according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils.
Errors of High Frequency words, common exception words and spelling patterns that have been taught should be identified with sp in the margin and corrected in fix-it time according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils. Pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times using a purple polishing pen.

In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.

EYFS

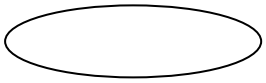
Marking to be mainly oral and immediate. Comments will be written in pupil books and read to the children when appropriate. Floor books will be cross referenced to skills, dated and include a next step where appropriate.

Appendix 1

- Highlight good work (good example of where success criteria has been met) with a green highlighter.

Marking Code

Code marked on the text	Meaning
∧	Missing word
?	If the sentence does not make sense
•	For needs to be done again – No **Xs** to be used for work that is incorrect
✓**c**	Corrected work
//	New paragraph needed

In the margin	Meaning and added markings
Sp	Spelling underlined
	Errors circled and comment made For error in punctuation, error circled
G	Grammar error double underline
vf	Verbal feedback (could be within text or at the end)

A positive comment at the end of the piece of work.