



Marking and Feedback Policy

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St George's
Church of England Primary School



Feedback Policy

St George's Church of England Primary School – supporting each other to courageously flourish, within our community, armed with our shield of Christian values.

Rationale:

The purpose of feedback is twofold. It highlights what the children have achieved compared to the success criteria of the learning objective and where appropriate individual or class targets, and it identifies areas for improvement that will help children make progress in future learning. To be truly effective, we believe feedback should be given during the learning and/or as soon after the learning as possible, as children work very much in the here and now. We also believe that when the children know that their learning is going to be shared and discussed with them regularly, they will invest more time and effort as they know there is an immediate audience for their work.

Format:

Feedback can and will take a variety of formats depending on the age of the children and the lesson. It will consist at any one time of:

- Instant / verbal feedback to an individual / group / class by an adult during the lesson
- Instant / verbal feedback to an individual / group / class by an adult at the end of the lesson
- Verbal or written feedback to an individual / group / class by an adult at the beginning of a subsequent lesson
- Peer feedback through sharing and discussing each others' learning at a relevant point in the learning process
- Self assessment
- Formal marking according to the agreed structure (see below)

Formal Marking

“Marking should encourage, inform teaching, identify places to improve and highlight the good bits.” Pie Corbett

Not all work will have detailed comments because where possible the focus will be through verbal feedback as detailed above (in which case VF will be written on the work to signify this has happened). On other occasions marking may well be focussed on specific group of children. However any comments, either of a positive or “negative” nature will be justified with reasons so that the children know what to replicate / change in the future.

All formal marking will be done in red pen with the additional use of highlighter pens for specific purposes. A green learning objective means that has been achieved, pink means not achieved and a pink wobble means more practice needed.

Marking will reflect progress towards the learning objective and success criteria.

In EYFS and Key Stage 1:

- ✓ “I” will signify independent work ☐ “WH” will signify `with help`. ☐ “SH” will signify with some help.
- ✓ “GW” will signify group work
- ✓ “PW” will signify partner work

- ✓ Teacher's special marks e.g. smiley faces, stickers and stamps will be given for special effort or encouragement
- ✓ The teacher will share the learning objective with the children, on the board or verbally, at the start of each piece of work and the outcomes will be discussed with the children
- ✓ As required, key words (up to 3) may be identified by the teacher for the child to correct and/or practise.

In Key stage 2:

As with FS2 and KS1, plus

- ✓ In English, a maximum of five misspelt words will be corrected by writing the correct word above it or in the margin. If the teacher wishes the child to self correct a word through the use of a dictionary it will be highlighted or underlined.
- ✓ In English, a green highlighter pen will be used to highlight parts of the writing that have met the learning objective and the comment made will largely be related to the next step and will be signified with an arrow. A pink highlighter will be used to show mistakes in SPAG, or where a phrase does not make sense.
- ✓ In Maths, correct work will be marked with a tick and incorrect work will be identified with a cross and the child will be asked to correct it. In the case of significant amounts of work being incorrect, the teacher will discontinue with the marking and address the misunderstanding with the child at the earliest opportunity.
- ✓ In Maths, a range of four types of written feedback will be given over the course of a week. Those four types are:
 1. House point links to values in learning e.g. thinking about how they learn, persistence
 2. Correction of error(s) made during the session
 3. Next time – advice to be followed at the next opportunity
 4. Challenge question – taking their learning on a further stage

For both English and Maths, children will have dedicated 'Response to Marking Time' (RTM) at the beginning of each session.

OTHER SUBJECTS

- ✓ Spellings are corrected if integral to the subject. Comments will be given to encourage the correct presentation of maps, diagrams, labels etc. Comments will address the objective of the lesson i.e. the skill(s) that were being learnt and comments regarding attitude, approach etc may also be made.
- ✓ Where possible, links with English (SPAG) will be made explicit to the children when formal marking takes place (for example: highlighting connectives with a green highlighter).