



Grange Community Nursery and Primary School Marking and Feedback Policy

1. POLICY STATEMENT

The purpose of this marking and feedback policy is to ensure that all children receive feedback that will improve their learning, develop their confidence and provide opportunities for self-assessment. As evidenced in the EEF 'Feedback Teaching and Learning Toolkit' (September 2018,) feedback is information given to the learner about the learners' performance relative to learning goals or outcomes. It can come from a teacher, someone taking a teaching role, or from peers.

Feedback studies show marking and feedback has very high effects on learning. However, feedback can have negative effects and make things worse.

2. PRINCIPLES:

- 2.1 We explicitly aim to provide feedback to learners to have a positive impact.
- 2.2 Feedback can be verbal or written, or it can be given through tests or via digital technology.
- 2.3 The three main areas of feedback are; addressing misconceptions, consolidation or mastery.
- 2.4 All feedback must be specific, accurate and clear.
- 2.5 Wherever appropriate, teachers should provide individual verbal feedback to children.
- 2.6 Feedback to children, either written or verbal, should be prior to the next session.
- 2.7 Careless mistakes should be marked differently from errors resulting from misunderstanding. The latter should be addressed by providing hints or questions, which lead children to underlying principles; the former by simply marking as incorrect.
- 2.8 If a child's handwriting is not to standard, an example should be modelled underneath the piece of work.
- 2.9 Marking and feedback should be linked to learning objectives, presentation and standard English.
- 2.10 "Fix It" time should be provided at the start of each lesson - or when appropriate to enable children to respond to marking. (Errors or corrections should be clearly identified by using a blue pen or pencil).
- 2.11 Teachers should look for opportunities to provide positive public feedback to children concerning work, which is a high achievement for particular children.
- 2.12 Marking procedures and marking standards should be applied consistently across each phase.
- 2.13 Marking is a key part of the school's Assessment, Recording and Reporting.

- 2.14 Marking should be used to inform teachers' judgements concerning children's progress. It will also inform daily 'Keep Up, Catch Up' interventions in reading, writing and maths.

3. GUIDELINES:

3.1 Foundation Stage / Reception:

- 3.1.1 Written feedback, mainly using prescribed symbols, should be evident when children have completed a teacher-led task. A response relating to a misconception, consolidation or mastery may be given, if appropriate. When feedback is given, there must be evidence that children have responded.
- 3.1.2 Any work produced during learning time, should be dated and used as evidence of children's progress.
- 3.1.3 Children's next steps should be used to plan appropriate sequential learning opportunities.

3.2 Key Stages 1 and 2:

The following agreed procedures, for correcting children's work, should be implemented by staff:

- 3.2.1 Children's work should be marked, or feedback given, as soon as possible, after completion, and before the next session, using green pen for next steps and red pen for positive feedback.
- 3.2.2 Work should be corrected according to the curricular focus. However, basic skills should be considered to ensure high standards of written English.
- 3.2.3 Work that is correct should be marked with a tick and using the agreed symbol.
- 3.2.4 Comments written in the children's book may sometimes be supported or replaced with discussion/verbal direction. In such instances the abbreviation V.C. (Verbal Comment), should be inserted at the appropriate point in the child's work.
- 3.2.5 When correcting a piece of writing the following procedures should be implemented:
- Where there are repeated, incorrect spellings, the first mistake should be corrected and thereafter, repeated mistakes should be underlined, and practised as appropriate.
 - Punctuation errors should be addressed using the agreed symbol.
 - Forward slash: // should be inserted to indicate where a new paragraph should begin. (Please refer to the Appendix for other symbols to be used, dependent on the age and ability of the children. These guidelines will be displayed in classrooms where appropriate).
- 3.2.6 At Key Stage 1 and 2 in mathematics, a red tick is used for a correct response and a green dot for a correction.
- 3.2.7 When marking, teachers should generally group into three categories to address next steps. (Red address misconceptions, blue consolidate and green extend learning to show mastery.)To indicate

this, teachers write red, blue or green in book, the relevant next step is displayed on the board for fix it time.

- 3.2.8 This should not take away individual responses, and if a child does not fit into any of the three categories, an individual response to work must be given.
- 3.2.9 Children should respond to corrections as appropriate, this can be during "Fix It" time. If a child makes a number of mistakes, the teachers' comment must indicate specific targets for future learning.
- 3.2.10 Throughout school, teachers should use awards to recognise individual achievement and positive attitudes towards work. Anything deemed to be outstanding should be recognised in the Special Mentions Book for the Family Assembly, or through a 'surprise' postcard to parents

4. MONITORING AND EVALUATION:

- 4.1 The implementation of this policy will be undertaken through regular assessment of books, both by the Head of School, SLT and Subject Leaders.
- 4.2 The performance indicators will be:
- An improvement in children's attainment.
 - Consistency in teacher's marking within the Key Stages and between years.
 - An increased awareness on the part of the pupils of what is expected of them.

5. Review

- 5.1 The Marking Policy will be reviewed every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

Approved by: _____
Chair of LGB



_____ **S Albiston** _____
Headteacher

Date: _____

_____ **01.09.2023** _____









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Symbols used for marking written work in KS2

	Indicates that the child has met the WALT. The symbol should be at the end of the piece of work.
-----	They have made a spelling mistake (word underlined) and correct spelling written close by (in the first instance).
○	The area is circled if they have missed out or used the wrong punctuation.
	They have written something which is not clear (sentence(s) underlined) or they have used the wrong word(s) (word underlined)
//	Start a new paragraph.
↖	You have missed something out (words written above).
?	There is something wrong with these facts.
✓✓	They have made a good point or have made good use of language.
VC	Verbal comment.
Ⓢ	There is a spelling error on this line (indicated in the margin).
ⓖ	There is a grammatical error on this line (indicated in the margin).
Ⓟ	There is a punctuation error on this line (indicated in the margin).

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Symbols used for marking written work in Early Years and KS1

	Indicates that the child has met the WALT. The symbol should be at the end of the piece of work.
-----	They have made a spelling mistake (word underlined) and correct spelling written close by.
	They have written something which is not clear (sentence(s)underlined) or they have used the wrong word(s) (word underlined).
//	This is a good place to start a new paragraph.
^	They have missed something out (words written above).
✓✓	They have made a good point or have made good use of language.
	verbal comment.
	There is a spelling error on this line (indicated in the margin).
	Missing full stop.
	There is a punctuation error on this line (indicated in the margin).
○	The area is circled if they have missed out or used the wrong punctuation.
	Capital letters.
	Finger spaces.