

Marking and Feedback Policy



Policy updated by Mr Grogan (Headteacher) in consultation with children and all staff: February 2025

Policy approved by Governors: March 2025

Phiona Taylor

Chair of Governors

Mr M Grogan

Headteacher

Policy shared with staff and shared on the school website: March 2025

'Never settle for less than your best'

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MARKING AND FEEDBACK POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

St. George's Central CE Primary School and Nursery understands that the effective use of marking and feedback techniques can have a powerful influence on childrens' success with their learning and progress. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with children – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting childrens' learning. We have developed a consistent policy that informs and challenges pupils' learning throughout the school, focusing on success and improvement needs against learning challenges; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Encourages children to reflect on their work and to develop self-evaluation.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

In order for marking and feedback to be effective it should:

- Be manageable for teachers.
- Be specific to the 'Learning Challenge'.
- Involve all adults working with the children in the classroom.
- Give children opportunities to become aware of, and reflect on, their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Be based on the child's previous attainment within the context of marking towards the learning challenge.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Be an important part of assessment, informing future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout school.
- Occur throughout a lesson, taking the form of questioning, verbal comments or written feedback.

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Roles and responsibilities

The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Senior Leaders are responsible for:

- Ensuring all members of staff within their area of school are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Headteacher.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions regarding any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why children have done well.
- Offer suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual child and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that the child exhibits.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the child.
- Carefully consider how to use purposeful verbal feedback.
- Provide children with opportunities to reflect on feedback and time to complete any further tasks set via any feedback.
- Remind children of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage children to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for children, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge children whose work was correct, which should encourage further development.
- Provide feedback and support to children with SEND and adapt how feedback is given, so that children with SEND can understand and action any targets. This should be consistent with the needs and targets of the individual child. Where appropriate, a visual marking slip (**See Appendix 1**) can also be used to ensure that feedback is accessible to children.
- Provide positive and child-friendly marking and feedback.
- Correct subject specific spellings and allow time for children to practise these.

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Children are expected to:

- Try their best with any work they complete, including home learning.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Organisation

Verbal Feedback

The feedback will be as and when appropriate with individual children, groups or the whole class throughout school. Teachers will make use of independent practice time and plenary sessions for feedback. Feedback will reflect SGC Teaching Principles allowing further opportunities to provide models and scaffolds for difficult tasks in small steps, checking for children's understanding, guiding practice and allowing time for additional independent practice. Effective questions will be used to probe in more depth and take more time to explain, clarify and check understanding. The reasons for feedback are to: encourage, motivate to achieve more, praise, correct, confirm understanding, give directions or instructions, to prompt editing and re-drafting and indicate the next steps in the child's learning. Verbal feedback will be recorded in children's books, as appropriate, by writing 'VF' near the child's work (see marking code).

Written Feedback

- Marking and feedback will be done as soon as possible following completion of the lesson or work.
- Teachers will mark children's work with a green pen.
- Written comments by the teacher will follow the school's Handwriting Scheme.
- Written comments by the teacher will be used to encourage, motivate, praise, correct, instruct or indicate the next steps in the child's learning.
- Feedback and targets should focus first and foremost on progress towards the Learning Challenge and/or objectives of the task (it is not necessary to comment if the child has met the Learning Challenge as the work itself will show this).
- In all subjects, up to 3 key words or subject specific vocabulary will be underlined by the teacher to indicate incorrect spelling. The correct spelling for the word will be written at the end of the piece of work (modelled by the teacher) and children will be expected to write that word out 3 times next to it. For certain children this will be done at the teacher's discretion.
- Incorrect punctuation will be circled and the correct version written above, or next to the mistake.
- Handwriting needs to match the agreed handwriting practice in school and work of an unsatisfactory standard may have to be rewritten, partly or entirely.
- Individual targets will be set, as and when appropriate, across the curriculum, indicated by an asterisk.
- Feedback may include opportunities for children to re-write, correct, improve or further practise relevant sections of the work. In this case, children will be expected to respond to the feedback.
- Comments must be written in language appropriate to the child's stage of development.
- Children will use a purple pen/pencil for: editing, redrafting, correcting errors and self-assessment opportunities as directed by their teacher.

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Subject Specific

Extended Writing:

In extended writing, written feedback will support the re-drafting process. Teachers may also indicate parts of the writing that show progress in meeting past targets or elements of the success criteria.

Maths:

In Maths, correct work will be marked with a tick, while incorrect work will be indicated by a dot. Children will be expected to respond to feedback, where possible, using a purple pen or pencil.

Marking and Feedback Code

This will be on display in classrooms (**See Appendix 2**). The following codes will apply throughout school:

- ⓋⓉ - verbal feedback
- Ⓢ - element of work to be improved by the child including future targets
- Ⓢ - child has worked independently
- Ⓢ - child has had support from an adult
- Ⓢ - child has worked with an adult on a guided activity
- Ⓢ - child has used resources to help them with their work (*mainly for calculations in maths work*)
- Ⓢⓐ - child has self-assessed (or peer assessed) – *can be written by children in purple pen/pencil*
- Ⓢ - child has completed work with a partner
- ⓈⓅ - child has undertaken work in continuous provision
- Ⓢ - lesson has been 'covered' and not taught by class teacher
- ✓ - indicates positive elements of child's work
- .
- ~ - incorrect spelling
- ⓈⓅ - spelling to correct (*3 times at the end of the piece of work*)
- / - start a new line
- // - start a new paragraph
- - insert missing punctuation where the circle is or check incorrect punctuation
- ∧ - insert missing word/words
- ⓈⓅ - team points achieved (*number to be added by teacher*)

When children mark, edit or correct, their own work (or for peer marking) this will be done in purple to distinguish it from marking done by an adult in green pen.

Monitoring of Marking and Feedback Policy

The policy and practice for marking and feedback will be monitored in the following ways: trawling of exercise books (samples will be requested by either HT, SLT or subject leaders as part of the ongoing Improving Learning Calendar), lesson observations and staff and pupil discussions. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching and high standards of presentation. Monitoring information will be communicated to governors on a regular basis to ensure effective implementation of the policy. This policy will be reviewed every 2 years unless there are reasons to review earlier. Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

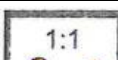
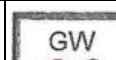
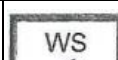
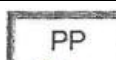
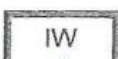

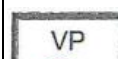
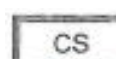
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Visual Marking Slip

 <p>1:1</p>	 <p>GW</p>	 <p>WS</p>	 <p>PP</p>
One to one support	Group work	Written support	Physical support
 <p>IW</p>	 <p>SE</p>	 <p>VP</p>	 <p>CS</p>
Independent work	Sensory experience	Verbal prompt	Communication support

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- Ⓡ - child has used resources to help them with their work
- ⓈⒶ - child has self-assessed (or peer assessed)
- Ⓟ - child has completed work with a partner
- ⒸⓅ - child has undertaken work in continuous provision
- Ⓒ - lesson has been 'covered' and not taught by class teacher
- ✓ - indicates positive elements of child's work
- . - indicates an incorrect response
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