



# Marking and Feedback Policy

**September 2024**

**Approved by the Governing Body Strategy Group 19/09/24**

**This Policy is due for renewal in Term 1  
2026–27**

# **MARKING AND FEEDBACK POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

#### **SECTION ONE – INTRODUCTION**

At Godinton Primary School, teachers mark work and give feedback as an essential part of the assessment process. We expect all teachers to employ systems and approaches to marking and feedback, which show that they value the children's work, which encourage the children to value it too and which provide clear guidance to the child on how to improve their work and develop their learning.

The teacher's response to a piece of work is determined by the teacher's professional judgement. The teacher has to give consideration to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; however neither should they have so many mistakes identified that they become discouraged from being adventurous for fear of having faults emphasised.

#### **SECTION TWO – AIMS AND OBJECTIVES**

We mark work and provide feedback in order to:

- raise pupils' self-esteem, and promote positive aspirations, through use of praise and encouragement.
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- identify ways in which they can improve their work in the future – both generally and by specifically identifying minor mistakes where appropriate;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future planning.

#### **SECTION THREE – PRINCIPLES OF MARKING AND FEEDBACK**

##### **3.1 Types of Marking and Feedback**

###### **3.1.1 Verbal Feedback**

Oral feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed. Whenever possible, feedback should involve the child

directly. The younger the child, the more important it is that the feedback is oral and immediate. Oral feedback offers valuable opportunities to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points. When oral feedback is given to a pupil, teachers should note the work to this effect – a simple VF in the margin of the page is sufficient. Oral feedback may be given to an individual or to a small group.

### **3.1.2 Marking in children's books**

#### **3.1.2.1 Simplistic Marking**

Marking will always be carried out promptly, and will be completed before the next lesson in that subject. Not every piece of work will have a written comment but all work should be acknowledged by the teacher. A single tick will still be used for general marking of maths calculations or for other more simplistic marking tasks where work is correct or a dot or an arrow (in maths) where errors have been made. If children's work is well matched to their abilities, then errors will not be so numerous as to affect their self-esteem.

Staff to use a double tick on children's work to show areas where they have done particularly well or where they have met the objective. For example this could be a particularly good sentence, an excellent word choice, a great attempt at applying their phonics knowledge etc. This draws specific attention to key points within a piece of work.

Stickers, house points and gold cards may be used as motivational tools, where appropriate.

#### **3.1.2.2 Simple written comments**

Sometimes it will be appropriate for teachers to write a comment on children's work. These comments should be purposeful and meaningful but should not be detrimental to a teacher's time. They might celebrate success or effort or may highlight an error for simple correction. Comments should be appropriate to the age and ability of the child, and will vary across year groups, across key stages and across curriculum areas.

Where a child has received individual or group support by a teacher or teaching assistant to complete the work, this must be indicated in the margin in order to identify the support received. Unsupported work for pupils with additional educational needs may be indicated on a piece of work in order to identify what a child is capable of doing independently.

When writing in pupils' books, teachers must use a neat, cursive, legible script to model good handwriting for the pupils

### 3.1.2.3 Developmental Marking

Sometimes teachers may use development comments, which identify how pupils can improve their work in order to make further progress. However, teachers cannot mark every piece of every child's work to this depth. It is not productive to provide individual developmental guidance every time a teacher marks a child's work when other strategies may be more effective. Consequently, we expect teachers use their professional judgement as to when this would be an appropriate form of feedback to employ and the impact it would have. There is no expectation as to the frequency with which this technique should be used but across a unit of work there should be evidence that children have had the opportunity to develop their work in response to written feedback from their teacher.

Developmental marking will focus on only one or two key areas for improvement at any one time. Staff should put an arrow next to any developmental marking work which the children need to act on. The same symbol is used across the school in all subjects from Year 1 upwards. Reception teachers will work towards this at the end of the year for those children who are ready for a more formal approach to feedback.

The types of developmental marking tasks which children may be asked to do would include:

- Up-levelling / improving
- Redrafting a sentence / paragraph
- Making changes to vocabulary choices / using a thesaurus
- Spelling or maths corrections
- Working out an additional calculation or problem in maths
- Answering a question

The child must be able to read and understand the comments, they must be able to respond if that is the desired outcome, and they must be given time to complete any additional tasks asked for by the teacher. This time may be given outside the lesson as 'early morning work' for example or at the start of the next lesson. Teachers may set an additional task or question for the rest of the class or set to work on whilst others are completing their marking feedback. Teachers should not for example, ask a child to redo a piece of work, or to write out spelling mistakes, without allowing them the time to do so subsequently.

The children's marking responses should be completed in purple pen or purple pencil for younger children so they are clearly identifiable. It should be evident in children's work, where they have acted on marking feedback and teachers must acknowledge what the children have completed; a simple tick will suffice.

#### **3.1.2.4 Marking spelling and grammar errors**

In pieces of written work, staff will correct an appropriate number of grammatical errors within a piece of work. This might include punctuation and grammar errors e.g. missing full stops and capital letters, commas. No set amount will be defined but staff should use their knowledge of the children's ability and take into consideration their age. E.g. for a younger, lower ability child putting one capital letter into their work might be a huge achievement which staff wouldn't then want to negate by pointing out all the ones that they hadn't put in.

Spelling corrections should be picked up with regularity. However a rough guideline of between 1–3 corrections within any one piece of work would be appropriate. The word would be written at the bottom of a piece of work and the children required to write it out a set number of times e.g. water x 3. Teachers should check that these have been written correctly and provide a single tick to acknowledge

Again, the frequency of this and the number of errors pointed out, should be age and ability appropriate e.g. a younger, lower ability child wouldn't be expected to spell a more adventurous word correctly but might be praised for having a go at including such vocabulary in their writing, whereas an older, more able pupil should be picked up on errors, which they are capable of spelling with accuracy.

Correction of spelling and grammatical errors should be reinforced across all subjects.

Sometimes a teacher or TA may write a short transcript of a piece of written work which is difficult to read in order to aid assessment. Children should not copy out text transcribed by an adult. It is important that books reflect the children's independent or emergent writing capabilities so that these can be suitably assessed. A transcribe may accompany independent efforts.

#### **3.1.2.4 Homework Trail Marking**

At the start of each term, all children are invited to bring in their completed homework trail. Class teachers organise a homework showcase which provides children with a chance to show and celebrate their achievements.

After the homework showcase, teachers will look at all of the work completed and a final summative comment is written after the last piece of work completed for the relevant trail and will likely reflect on overall effort and standard of work completed during the trail. Class teachers may also wish to highlight a particular piece of work which they were most impressed by.

Maths homework is completed on line using the online programme, Mathletics. Children and parents are instantly provided with feedback regarding the accuracy of the work completed

and have the opportunity to have further attempts, if they so wish. Teachers monitor the level of work completed on a fortnightly basis and will follow up and issues regarding pupil attainment with a particular concept.

#### **3.1.2.5 Flipchart feedback and recording errors and misconceptions**

To save teachers writing the same comment on several pieces of work, teachers may indicate on a child's work that they will give them feedback as part of a group. A 'GF' (group feedback) on a piece of work will denote this. Teachers should then use flipchart slides in the next lesson to draw attention to misconceptions and highlight how work can be improved. If more than one group within the class requires feedback in this way, the teacher will put GF1, GF2 etc. on a child's piece of work and use separate slides to draw attention to the different issues highlighted when looking through children's work.

Teachers may wish to note errors that are made by many children and use them to inform future planning. These can be noted on the class flipchart for that lesson in a simplistic form. Areas of common difficulty will be addressed through feedback flipchart slides.

### **3.2 Focus of Marking**

At the beginning of a lesson, teachers should make pupils aware of what their primary focus will be when providing feedback for completed work. Usually this will tie in with the stated learning objective and may be different for the various ability groups within the class. By doing this, teachers will be able to reinforce in the pupil's mind exactly what they are being asked to do in the lesson. Outlining the success criteria (the steps to success) for the lesson also helps pupils to understand what they are expected to achieve. Children do not need to write the learning objective into their book. Often the title is linked to the objective.

Naturally however, teachers are not expected to restrict their marking to one common objective. At the beginning of the lesson, they may remind pupils of other elements of learning which they will also be focussing on (previous work on paragraphs, hand writing, checking of answers in mathematics etc.), or they may remind pupils to pay attention to next steps, individual targets or comments the teacher has made in previous marking.

However, when marking the work, the teacher obviously has the freedom to mark and make comment on whatever element of learning they feel it is important to bring to the pupil's attention.

### **3.3 Use of Marking ladders or Success Criteria**

Teachers may use marking ladders to structure their marking when reviewing longer pieces of writing or more complex concepts in maths, particularly investigative work. Marking ladders / success criteria, provide a clear prompt to the pupils about what is required in their writing or maths and guides them to complete a piece as successfully as possible. The use of a marking ladder or success criteria, also provides clear guidance on what areas require improvement for progression. We would expect to see marking ladders or success criteria being used to support marking on a regular basis – perhaps at the start or end of a unit of work, but certainly not in every lesson. These should be differentiated or colour coded (bronze, silver and gold) where appropriate to the abilities within the class. Where the steps progress in difficulty, this is with a view that not all children would be expected to achieve all steps. Staff to use professional judgement as to whether it may be suitable for children to have a more personalised marking ladder or not. Staff will give consideration to the number of steps on a marking ladder which should be suitable for the age and ability of the child. A less able child may just have two steps. The number of steps should not be over-whelming. Children should be encouraged to be involved in developing their own success criteria and marking ladders, especially more able pupils who may be restricted with a narrow focus.

## **SECTION FOUR – PUPIL INVOLVEMENT IN MARKING**

Where possible, pupils are encouraged to be involved with the assessment and marking process. They should be encouraged to assess their work ahead of final marking. This helps the children to reflect at each step of the learning process. Children are guided by their teachers in how to do this.

When appropriate, children may mark their own or another child's work. Peer and self-review are important aspects of the learning process and should be encouraged within our pupils. Purple pen should be used when pupils have self-marked so it is clear that pupils have marked this work. However, the teacher will always review this marking. Again, children are taught how to provide constructive and appropriate feedback to their peers. Books should show a good balance of teacher and pupil marking.

Feedback may also be given by a teaching assistant and the teacher is able to allow them the freedom to mark the work of pupils they support, as they see fit. Again, the teacher must always retain an overview of the marking and the issues identified, so that they can complete their planning for those pupils as effectively as possible.

Group feedback may also be provided, through plenaries and in group sessions.

Children should be encouraged to traffic-light their work as an additional means of self-assessment and for the teacher to understand how confident a child felt about a particular



task. There is no expectation that this will be done in every lesson but is a useful exercise at the start or end of a topic in particular or when the teacher feels that additional pupil feedback would be useful.

## **SECTION FIVE – CHILDREN IN CARE**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC.

## **SECTION SIX – MONITORING AND REVIEW**

This policy is reviewed every two years.

## **SECTION SEVEN– EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment, which champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.