

Approved Summer 2024

Review Summer 2026

**THE GLEBE PRIMARY**  
**SCHOOL**

# Marking and Feedback Policy





## **Marking and Feedback Policy**

At The Glebe Primary School, we are proud of the sense of belonging and security that children feel when they are part of our school family. The children are at the heart of everything we do. We aim to develop them as confident, independent, resilient individuals. We have high aspirations for our children academically, socially and emotionally. Our curriculum is rich in creative opportunities and inspires children to achieve their potential, in all areas of their life, preparing them for the future.

Our staff promote positive relationships within a safe, happy and caring environment. Mutual respect forms the foundation of our school community as a Rights Respecting Schools Gold Award school. We consider our rights and responsibilities in order to fully understand how to become responsible citizens of the future in a culturally diverse world. We value our partnerships with families and our community, working together to provide enriched learning opportunities and experiences which develop the children's talents.

### **Rationale**

At The Glebe Primary School, we want all children to make the best possible progress and develop positive attitudes towards their learning. We want children to understand what they have done successfully and how to improve further.

*'Feedback is one of the most powerful influences on learning and achievement'*  
(Hattie and Timperley 2007)

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'*  
(Teaching Walkthrus, Tom Sherington and Oliver Caviglioli)

### **Aims**

We aim to have a consistent approach to the marking method used by all staff and therefore have an age appropriate school approach, which is used in each classroom. However, teachers use their professional judgement to consider the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process in order to improve learning and raises standards. The way teachers mark and give feedback to children is central to the process.

### **Feedback**

The purpose of feedback is to move learning forwards and ensure children make progress. Feedback will relate to the lesson objective and the steps the children need to achieve. Marking should be carried out by all classroom staff. Feedback will always be constructive and sensitive, and given in a timely manner.

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;

- Provide the ongoing assessment that should inform future lesson-planning.

### **Verbal Feedback:**

- Is the most regular and interactive form of feedback.
- Is constructive and informative about the next steps in learning.
- Can be direct (targeted at individuals) or indirect (delivered to the whole class).
- Emphasises the learner's progress and achievement rather than failure.
- Informs the class teacher's assessment and future planning.

### **Indirect verbal feedback**

Teachers and teaching assistants may feedback to children as a whole class or group. This is particularly useful where there are similar next steps in learning. This can then reduce written marking. Teachers should ensure they provide children with the opportunity to edit, redraft or correct their work based on this feedback, which should then demonstrate progress.

### **Self-assessment**

When children are able, we encourage them to self-assess their work. This may be verbally or recorded. This may be through a given template. Informal ways can be used, such as RAG rated systems and 'thumbs up', which might include strategies to avoid peer pressure, such as doing so with eyes closed.

Children may also mark their own work, for example, in a spelling test or in Maths. This provides instant feedback and may be done as part of a mini plenary, enabling the teacher to identify where to direct support. Teachers should ensure that children do this neatly.

### **Peer assessment**

Children can be involved in shared marking or peer assessment may be completed verbally. For example:

- Identify something that your partner has done really well.
- Decide with your 'talk partner' which of the success criteria you have been most successful with. What would you like further help with?
- You have 3 minutes to identify two things you have done well and read them to your partner.

### **Marking**

Marking should be 'meaningful, manageable and motivating'.

Marking should:

- lead to improvements in learning
- allow for accurate corrections and interventions
- encourage the development of self-confidence and self-esteem
- provide opportunities for assessment, which informs future planning and teaching

The 'quality' of marking is more important than the 'quantity'. The emphasis in marking should be on the next steps needed, in order for the child to further improve. Marking may also include praise for achievement or effort.

Live Marking may be completed, where teachers mark individual books within lessons, in order to celebrate achievements or to quickly identify where a child requires further support.

Teachers should acknowledge where children have marked a piece of work, with a tick or a comment where necessary.

**Key principles and guidance:**

- Establish ground rules on presentation and remind children when this is not the case.
- Marking is only of value if comments are read and responded to.
- Work marked by a member of staff should be in green.
- Work marked by the children should be done so neatly and in a contrasting-coloured pencil/purple pen.
- Marking must be manageable for teachers and not over detailed. It should be short and concise. Not all pieces can or should be quality marked.
- Written feedback will be given to children in an appropriate way for their age and ability.
- Teacher’s comments should model the handwriting policy.
- Marking will be positive, informative and constructive.
- Sometimes children will have opportunities to correct, redraft or respond directly to marking. At other times, it will be evident that marking has been responded to in subsequent pieces of work.
- Marking will inform teachers’ judgements on how a child is progressing and inform teachers’ assessment and future planning.

<p>Marking codes</p>	<ul style="list-style-type: none"> <li>• All work is marked in green pen.</li> <li>• If work is marked by a Teaching Assistant, they must indicate level of support and initial work.</li> <li>• Level of support, ;or independence, is indicated with abbreviations I (independent), S (supported), SS (some support) circled.</li> <li>• If verbal feedback is given, VF circled is used.</li> <li>• Stage appropriate spelling mistakes are identified and opportunities taken to practice or consolidate in interventions or spelling groups.</li> <li>• If number work needs correcting, a ‘c’ is used to indicate a correction and these are then checked once completed.</li> </ul>
<p>Marking in EYFS</p>	<ul style="list-style-type: none"> <li>• The marking of children’s work in EYFS is normally performed on a one to one basis with the children present. This is done in order to teach any areas of difficulty or to give the child immediate opportunity to sort out any misconceptions.</li> <li>• In EYFS teachers often annotate work. This is due to attainment and areas of difficulty not being immediately apparent to parents or other adults.</li> <li>• When children begin to write short captions and sentences, feedback is immediate and follows the whole school writing policy.</li> <li>• In Nursery, the following codes are used in the children’s Learning Journals: CI - Child Initiated, EX - Extended by an adult, AL - Adult led and I - Independent.</li> </ul>
<p>Marking of Mathematics</p>	<ul style="list-style-type: none"> <li>• Children, where able, should be involved in the marking of their work, in addition to teacher’s marking.</li> <li>• Children are encouraged to correct their own work when teachers indicate a misconception with a ‘c’. Children are expected to correct, with further discussion or support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorrect number formation will be modelled correctly. The child will correct their formation underneath their work when appropriate.</li> </ul>
Marking of English and Extended Writing	<ul style="list-style-type: none"> <li>• Extended writing is assessed in-depth and informs future planning and targets for individual children.</li> <li>• In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonemic stage.</li> <li>• Tricky words/common exception words, subject specific words and words matching their phonetic ability will be identified by the teacher and opportunities given to practice and consolidate.</li> <li>• Incorrect letter formation will be modelled correctly. The child will correct their formation underneath their writing when appropriate.</li> <li>• Where grammatical mistakes are made, verbal feedback or written feedback is given to address potential misconceptions.</li> </ul>
Marking of all Foundations Subjects	<ul style="list-style-type: none"> <li>• Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children's understanding during the learning.</li> <li>• All work produced by children should be acknowledged by staff in an appropriate way. Feedback to children may be verbal and will inform future lessons.</li> <li>• In Science books, teachers should tick the learning objectives achieved within the lesson and keep the skills sheet up to date.</li> <li>• <b>OTHER SUBJECTS TO BE ADDED AUTUMN TERM IN LINE WITH ASSESSMENT CHANGES</b></li> </ul>

### **Special Educational Needs**

We differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers' marking must reflect the knowledge and understanding that they have about the varying needs of all children in their class.

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This Policy has been approved at a meeting of the Governing Body of the Glebe Primary School

On: .....Autumn 2024.....

To be Reviewed: .....Autumn 2026.....

Chair of Governors:

Gill Broome