GREAT CHART PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

September 2024

A Great Place to Discover and Learn

Vision Statement
A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement
Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

<u>**RATIONALE**</u>

Marking and providing instant feedback are essential parts of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments, acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

At Great Chart Primary School, teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of our feedback will also be verbal or instant feedback. A great deal of verbal praise is given across the Key Stages. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

<u>**AIMS OF THE MARKING OF MARKING & FEEDBACK**</u>

- To provide opportunities to give praise and encouragement and to show we value the children's work.
- To motivate children, fostering their desire to produce high quality work and make progress.
- To develop their level of independence in assessing their own work
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- To help children to improve their work through the setting of challenging, but achievable targets.
- To inform the next steps of planning.
- To provide a record of past interactions for outside audiences.

Good marking and feedback occurs when it:

- Clearly relates to the aims of the lesson
- Is meaningful for the individual child
- Is positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child.
- Includes comments that relate to the planned learning objectives and/or Success Criteria, recognition of children's achievements and indication of the next steps in their learning .
- Indicates clearly which assessment criteria have been met.

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<u>**THE PRINCIPLES THAT GUIDE GREAT CHART SCHOOL'S APPROACH TO MARKING AND FEEDBACK**</u>

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Marking and feedback:

- Maybe undertaken either during the lesson (LIVE MARKING) so that dialogue can take place and areas of difficulty be promptly dealt with or will be marked before the next lesson takes place.
- Maybe verbal feedback to ensure improvements are made and support is instant- (IF) Instant Feedback.
- Relates to the Learning Objective.
- Involves the teaching team (CT /TA) working with the children.
- Gives recognition and praise for achievement where appropriate and clear strategies for improvement.
- Makes constructive criticism by targeting a specific area for improvement or offer guidance on how to achieve the next level or grade.
- Uses consistent codes within Key Stages.
- Avoids over-marking e.g. It is more realistic that a child will benefit from the targeting of two or three key points for when producing extended pieces of writing.

<u>**COLOUR CODES- FOR ALL WORK**</u>

Across the school staff will mark/ edit in specific colours:
- Blue (or a contrasting colour in KS2)- Teacher/TA
- Green- Pupils

The Learning Objective and work will also be highlighted using the following colours:
- Green- Achieved or positive feedback
- Yellow- Part met
- Pink- 'Pink to think'

MARKING AND FEEDBACK IN THE EARLY YEARS FOUNDATION STAGE

In the Foundation Stage, marking and feedback strategies include:

- Verbal Feedback
- Stickers and other Reward Systems
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Writing grids
- Use of the green and pink highlighters
- Use of agreed Marking Symbols

ENGLISH MARKING IN KEY STAGE ONE

In Key Stage 1, English marking and feedback strategies include:

- Verbal Feedback
- Supported by an adult (S)
- Stickers and other Reward Systems
- Use of agreed Marking Symbols
- Annotation of work and photographs by staff
- Marking Grids used for English for some pieces of extended writing in Yr 1 and 2.
- For longer pieces of independent writing, teachers must limit the amount of support given. Children must be encouraged to read and edit their work. (I)
- The teacher or TA will write a challenge question or point to remember in English to extend and develop learning or clear up misconceptions after a longer piece of work
- All other work must be reviewed and acknowledged.
- Children offering simple feedback to writing partners - verbally.

ENGLISH MARKING IN KEY STAGE TWO

In Key Stage 2, English marking and feedback strategies include:

- Verbal Feedback
- Supported by Teaching Assistant (S)
- Stickers and other Reward Systems
- Children annotate their own work and pictures where appropriate
- Response partners offer feedback
- For longer pieces of independent writing, teachers must limit the amount of support given. Children must be encouraged to edit their work.
- Use of Marking Grids for English for extended pieces of writing (Y3-5)
- The teacher or TA will write a challenge question or point to remember in English to extend and develop learning or clear up misconceptions after a longer piece of work.
- All other work must be reviewed and acknowledged

(Year 6/ Year 2 English marking to also follow expectations necessary for KS1 and 2 moderation)

MATHS MARKING

All work must be reviewed daily and acknowledged including where photographic evidence is used following concrete learning or practical investigations.

Where there are mistakes or misconceptions, one or more of the following should be used :-

- Adult modelling
- Adult explanation of mistake made
- A written question that will help the child to realise their mistake
- Highlighting where the mistake has been made
- Giving a further example for the child to practise

Maths vocabulary needs to be spelt correctly and modelled if specific vocabulary has not been used.

Other could include:-

- Verbal Feedback
- Working with an adult (S)
- Stickers and other Reward Systems
- Live marking
- Children marking work with their maths partner
- Children's written response to written feedback (written in green pen)- when appropriate

SCIENCE AND FOUNDATION SUBJECTS

The Class Teacher will provide Instant Feedback during the lesson and any work must be acknowledged in books. Marking should relate to key vocabulary, knowledge and skills.

Age appropriate spellings must be corrected (up to 3).

SPELLING AND GRAMMAR

- Pupils should be given the opportunity to self correct the incorrect spellings.

- All pupils should be encouraged to use word mats/ dictionaries etc.

MONITORING AND EVALUATING THIS POLICY

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT and Subject Team Leaders, with written and verbal feedback given to individual members of staff.
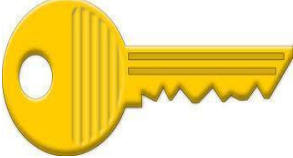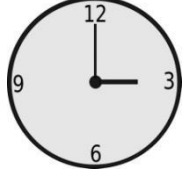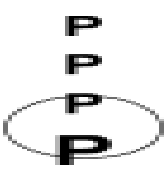
Subject leaders will monitor subject specific marking as part of their monitoring role.
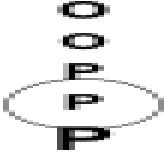
PARENTS

Parents have access to the policy via the School website.

They also have the opportunity to review their children's work during class 'Open Sessions' on a termly basis

	Finger Spaces needed
abc	Sound out words carefully
	Key Words
A	Remember to use capital letters
●	Remember to use full stops
	Take care over your handwriting
🕘	Use time connectives
" "	Use speech marks carefully
P P P P	Punctuation used

	# Openers used
	# Use Adjectives
	# Use connectives to extend your sentences

Marking Grid for Writing KS1

APPENDICES- Marking Symbols- KS2

Sp	Spelling
/ /	New Paragraph
P	Punctuation
CL	Capital Letter
/\	Missing word

Marking Grids grids for KS2- see Google Drive