



“Let your light shine” Matthew 5:16

Governor Policy 74

Feedback and Marking Policy

Policy adopted September 2021
Review undertaken by SDG
Updated when required
This review Sept 2021

The feedback and marking policy is a working document which generates and informs consistently high quality practice within our school. It is also a means of promoting learning and reducing unnecessary workload for teachers and other adults, in line with our Christian vision.

At All Saints CE VC Primary School we believe that all aspects of feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and aspirational performance. In this way we hope to enable every child to achieve their full potential.

Policy Principles

Effective feedback and marking should enable pupils to know what they are doing well and what they need to do to improve. It should offer teachers opportunities to offer high quality feedback and decide what the next steps will be (for the individual or class). The most effective form of feedback is verbal, when this happens, books should be annotated with :



Feedback and Marking should:

1. Be proportionate, and further children's progression through the curriculum through:
 - Including and involving all adults working with children in the classroom.
 - Giving children continuous opportunities to become aware of and reflect upon their learning needs.
 - Giving recognition and appropriate praise for achievement.
 - Giving clear and precise strategies for improvement.
 - Informing future planning and individual target setting
2. Be underpinned by the confidence that every child can improve.
3. Be seen by children and adults as a positive means to improving their learning.
4. Look different in some subjects/year groups compared with others.
5. With tasks such as class spellings and tables tests which require a tick, cross, arrow etc. wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
6. Be available to pupils at the next lesson in that particular subject.

Feedback and Marking should not:

1. Be unmanageable and disproportionately labour intensive.
2. Involve extensive written and "deep marking".
3. Contain written comments which children are unable or unlikely to read /respond to. (The "next step" is usually the next lesson.)
4. Be considered as evidence of good teaching and learning (e.g by external monitoring, parents etc).
5. It is not always appropriate to comment on presentation, layout etc. especially if this will distract from the learning intention.

Marking in English

Writing

Marking in writing should be focussed in the marking slip seen below.

Type Date Here		WALT		<u>GPS</u>
I T TA P	Non-negotiables			
Traffic Light				
Class Feedback from previous day's work:				

The marking slip should include:

- Date:
- GPS: The area of GPS covered in the discrete GPS part of the lesson
- WALT: What pupils are writing on that day
- I T TA P: To show if the pupil has worked Independently (I), with the Teacher (T), Teaching Assistant (TA) or with a Partner (P) on that day.
- Traffic Light: Pupil to show through Red / Amber / Green how confident they are in the day's learning.
- Non-negotiables: Maximum of 4 areas which all pupils are to focus on and are an expectation for all Pupils.
- Class Feedback... This is written feedback that is to be given verbally to the whole class at the start of the day's writing. This will include general positives and areas of improvement from the previous day's learning.

The only other marking expectation is spellings and punctuation (when applicable). Children can be asked to correct spellings that they would be expected to have spelt correctly. Children can be asked to write out the correct spelling x3 or x5 times.

Hot and Cold Tasks

Hot and Cold Tasks happen at the start and end of a new genre of writing. The slips indicate that the piece of work is a Hot or Cold Task.

<p>Date</p> <h1>Cold Task</h1> <p>Cold Task Title</p>

Date

Hot Task

Hot Task Title

Hot and Cold Task Marking

Hot and Cold Tasks are marked via a slip like the one seen below. Each objective expected to be seen in that genre of writing is listed and the Teacher ticks if they find evidence. In addition, where deemed applicable, pupils can be asked to self-assess.

HOT / COLD TASK MARKING SLIP

OBJECTIVE	Teacher	Pupil
Is it written in the first person		
Is mainly written in the past tense		
Writing style is informal		
It is written in chronological order , with dates		
Uses time connectives and time words		
Describes events in detail		
Uses emotive language		
Uses a variety of sentence structures		
Punctuation		
Spelling		
Handwriting		
TOTAL:		

Reading

Marking in Reading (comprehension) should be through the teacher discussing answers and why certain answers are more accurate than others. This is an important part of comprehension and time should be taken during the marking process to ensure that all learning opportunities are taken.

Pupils should mark their own work during this process.

Marking in Maths

Marking in maths should be focussed in the marking slip seen below.

Date		WALT:		MATHS PRE TEACH Statistics	
I	T	TA	P		Class Feedback / Teacher Comment / Teacher Acknowledgement
Traffic Light					

The marking slip should include:

- Date:
- Maths Pre-Teach: The area of maths covered in the discrete pre-teach part of the lesson
- WALT: What pupils are writing on that day
- I T TA P: To show if the pupil has worked Independently (I), with the Teacher (T), Teaching Assistant (TA) or with a Partner (P) on that day.
- Traffic Light: Pupil to show through Red / Amber / Green how confident they are in the day's learning.
- Class Feedback... : Class Feedback or Teacher Comment where applicable, if not Teacher Acknowledgement (tick).

The only other marking expectation is for pupils to self-mark their work, teachers should briefly check the accuracy of this.

Marking in Foundation Subjects

Apart from Science, RE and Art, all work completed for foundation subjects is to be filed in the pupils' topic folders. In EYFS & KS1 a class book may be used to record the learning journey.

Rather than mark each book, a class feedback is to be given on the marking slip for the next lesson. This will include general positives and areas of improvement from the previous lesson which will also be given verbally. Apart from end of unit assessment (where applicable), no other marking is required.

Date		WALT:		<u>Fluency</u>	
I	T	TA	P		Class feedback from previous lesson:
Traffic Light					

The marking slip should include:

- Date:
- Fluency: The focus of the fluency part of that lesson
- WALT: What pupils are writing on that day

- I T TA P: To show if the pupil has worked Independently (I), with the Teacher (T), Teaching Assistant (TA) or with a Partner (P) on that day.
- Traffic Light: Pupil to show through Red / Amber / Green how confident they are in the day's learning.
- Class feedback... General positives and areas of improvement from the previous lesson which will also be given verbally.