



Marking and Feedback Policy
“Loving God and loving our Neighbour”

Responsible Governor	Headteacher
Approved by the Governing Body	Autumn term 2023
Date of Next Review	Autumn term 2025
Chair of Governors signature	

Statement of principles

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

Introduction

At St. Giles' C of E (A) Infant School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our school to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self esteem for all those involved with our school through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching.

Our policy for marking supports this by:

- Recognising that marking is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of marking is to assist learning.
- Promoting high standards and positive attitudes towards learning and behaviour.
- Ensuring a consistent approach to marking throughout the school.
- Valuing effort and giving recognition for determination.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Provide ongoing opportunities for self-assessment.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Developing pupil's growth mindset
- Ensuring marking is regular and frequent.
- Encouraging pupils to accept help/guidance from others.

Our procedure for marking:

At St. Giles' C of E (A) Infant School, we believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child. This will often be verbal in nature and identified with 'VF' in the child's book.
- Involve other adults within the classroom as appropriate. Again this will usually be verbal feedback.
- Be selective and relate to specific learning objectives and success criteria (often formulated as a class during the lesson). Lesson objectives and success criteria may be ticked in pink pen if achieved as a quick, easy to understand form of feedback for the children.

- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammatical errors are marked in every piece of writing but they may be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.
- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others. This will sometimes be verbal, but there will be opportunities for pupils to self assess through written evidence
- Follow the 'Tickled Pink and Green for Growth' principle; positive comments on successes in pink and next steps in green. Whilst all pieces of work are marked, in-depth marking which requires a response will happen at least once a week for each child in Key Stage One in both English and Maths. This in-depth marking requires children to respond in order to move them on in their learning.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled showing the learning objective/success criteria that will be marked against.
- Be consistent across the school and use the codes identified in the appendix
- Success criteria are stuck into books at the start of a piece of work, unless these have been developed with children as part of the lesson.

Types of marking

Summative marking/feedback

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

Verbal Feedback

- St. Giles' C of E (A) Infant School recognises the importance of children receiving regular oral feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment. Where oral feedback is given, the fact that this has been done should be recorded on the piece of work.

Formative marking/feedback

- This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.
- Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. As a guide, it is expected that each child will receive one in-depth piece of marking per week as a minimum. When marking in this way, teachers highlight examples of where the child has met the learning intention whilst identifying an aspect of the work which could be improved. To support this, they provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Our aim is to develop a learning dialogue between teacher and children which gives each child ownership of their next steps.
- Useful comments include:

A reminder prompt (e.g. 'What else could you say about the prince's clothes?')

A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...')

- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.
- Opportunities for pupils to reflect and respond to marking will be timetabled into the school week.

Self-marking

- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work. Children may also be asked to highlight ("tickled pink") specific success criteria in their work using a pink highlighter.
- Children may edit and self-assess their own work and 'up level' using a purple pen.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Links to other policies

Teaching and learning

Curriculum

Individual subject policies

Special educational needs and disabilities

Equal opportunities

