

Marking and Feedback Policy

Updated March 2021

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Foljambe Primary School

Marking and Feedback Policy

The school's marking policy has three core principles:

Children must understand what they have done well

Children must be clear about how to improve

Children must make visible signs of improvement because of the marking

Marking can take many forms including:

Whole class marking

Detailed marking e.g. independent writing which the children will then respond to.

Verbal feedback

This may be indicated. Improvement must be apparent as a consequence of the feedback.
Children to review and edit work in green pen.

Group marking

Where a teacher or TA works with a specific group and discussion/prompts have taken place relating to the task. Improvement must be apparent as a consequence of the feedback. Margin to be annotated with T or TA to indicate that feedback has been received.

Child marking

In its simplest form, this can be done for spellings, SPAG exercises, arithmetic exercises where instant feedback on key points can be given immediately. Children to use pencil for their marking.

Peer critique

Children will need support to develop this process keeping 3 clear steps to this process – be kind, be specific and be helpful. Any written marking done by a child will be done in pencil.

Detailed feedback

Teachers mark work in blue.

Tick to say that work has been seen.

In simple response tasks, e.g. maths or SPAG, tick correct answers and dot incorrect answers.

Where appropriate quality marking should indicate what children need to do to improve and what children have done well.

Where appropriate quality verbal feedback should be given as and when necessary to ensure that progress is made.

When children respond to the marking, the progress they have made must be evident in their learning.

If work has been marked with an area for improvement identified, children must respond.

Children to review and edit work in green pen.

Additional Notes

Only mark work where this will have an impact on the children's learning.

Mark as much work as possible while the children are present.

Engage children in marking their own and others' work so that children take control of their own learning and know what they have done well and what they can do to improve.

The following signs and symbols will be used for marking

Symbol	Meaning	Action	How it relates to core principles
✓	I have seen your work. This answer is correct for individual responses.	Tick work to show that it has been seen by the teacher. Also used to indicate a correct answer.	Understand what they have done well.
Sp	You have made a spelling mistake.	Annotate margin with Sp. Underline the word to be corrected (using age appropriate guidance) and children to correct the spelling in green.	Be clear about how to improve. Make visible signs of improvement.
P	You have punctuation missing/used incorrectly.	Annotate margin with P. Circle where the omission or the error has been made.	Be clear about how to improve. Make visible signs of improvement.
G	You have made a grammatical error.	Annotate margin with G. Circle where the error has been made.	Be clear about how to improve. Make visible signs of improvement.
T	The teacher worked with this group	Children to make improvements in green based on feedback from teacher working with this group.	Be clear about how to improve. Make visible signs of improvement.
TA	The teaching assistant worked with this groups	Children to make improvements in green based on feedback from teaching assistant working with this group.	Be clear about how to improve. Make visible signs of improvement.