



Gedney Hill CoE Primary  
and Shepeau Stow Primary  
Schools Federation

## Marking and Feedback Policy

Aims and objectives of the policy:

- To make explicit to the whole Federation community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement by developing their independence and self-efficacy through feedback that is positive and developmental in nature.
- To make pupils aware of the next steps in their learning.
- To enable pupils to confidently take next steps and move their learning forward.
- To ensure consistency of practice.

### Rationale

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning objectives and success criteria. It can be verbal, written, pictorial or symbol based; and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking or quality marking. Quality marking is linked to the learning objective and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

### Principles

Marking and feedback should:

- Create a "culture of success" in the classroom
- Involve all adults working with children in the classroom where appropriate
- Give recognition and appropriate praise for achievement
- Be seen by children as positive in improving their learning
- Relate to the learning objectives or success criteria of the learning in question which have been developed and shared with the children
- Be specific, accurate and clear so that pupils know what they have done well and what they need to work on
- Give children opportunities to become aware of and reflect on their learning needs
- Allow specific time for children to read, reflect and respond to marking
- Inform teachers' future planning and individual target setting
- Be accessible and inclusive

- • Involve children in the marking process, both as self-assessors and in peer-assessors.
- Be manageable for all teachers

#### Peer, self-assessment and feedback

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Teachers and teaching assistants will consider the age of the pupils when selecting the techniques to use.

Our techniques and strategies support the statutory requirements of the Primary English Curriculum.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- KS1:
  - \* discuss what they have written with the teacher or other pupils
  - \* make simple additions, revisions and corrections to their own writing by:
    - evaluating their writing with the teacher and other pupils
    - \* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
    - \* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- KS2 (Year 3 and 4)
  - \* evaluate and edit by:
    - \* assessing the effectiveness of their own and others' writing and suggesting improvements
    - \* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
    - \* proof-read for spelling and punctuation errors
- KS2 (Year 5 and 6)
  - \* evaluate and edit by:
    - \* assessing the effectiveness of their own and others' writing
    - \* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

(National curriculum in England: English programmes of study Updated 16 July 2014)

## Self-assessment

'I can .....

Self-assessment must always be used at the end of whole class teaching sessions and will be either:

- Visual 'Thumbs'
  - \* thumbs up = understood and confident;
  - \* thumbs horizontal = understood but not confident;
  - \* thumbs down = do not understand - need further teaching/support to understand this
- Written 'Faces', in books or on whiteboards
  - \* Smile = understood and confident;
  - \* Straight face = understood but not confident;
  - \* Unhappy face = do not understand - need further teaching/support to understand this

## Peer assessment:

- 'Two smiley faces and a next step' (as per the marking appendix) may be used. Children evaluate another pupil's work through commenting on two parts that are good and making one suggestion about what could be improved – linked to success criteria. This may vary according to the age of the pupils and may be given verbally by younger children. The emphasis is always on the positive.
- 'You can .....
- When using peer assessment these marking grids may be stuck into books.
- Black pens should be used in books for written feedback by peers and purple pens for the children's' responses and editing.

It is recognised that assessment of work is a skill which children will need to be taught. It will be modelled by teachers and teaching assistants using examples of work with the whole class.

## 'Buddy Editing' before teacher marking and assessment:

- Children will write their draft copies in double line spacing to enable easier editing.
- Teachers will partner children with appropriate 'buddies'.
- Buddy Editing will be modelled and discretely taught as a skill
- Buddy Editing of any piece of writing will take place before teachers (or any other staff) have given feedback or marked the text.
- Children may independently choose to use resources to support their 'Buddy Editing'.
- Children will edit in black pen to show that editing was completed before teacher marking.
- After 'Buddy Editing' children will write up, neatly, their final pieces into their Extended Writing books ready for teacher marking and feedback.
- At least three pieces per term (eg Autumn Term) will be 'Buddy Edited'. These pieces must be the writing that concludes the units of work prescribed by the Long Term Plan. Buddy Editing will be used by all year groups from the Spring Term of year 1.

### **Verbal feedback by staff:**

- It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in an environment where the children feel secure. Verbal feedback will be based on an adult's understanding of the individual learner. It is a dialogue, using appropriate language and questions, with children having the opportunity and time to reflect and respond. There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and clear, and primarily relate to the learning objectives or success criteria of the lesson in question. Secondly, as a lower priority, about other issues or features of the work.

### **Written Feedback by staff:**

- \* All written feedback will be in line with the Marking and Feedback Policy and done in green ink following the agreed code – Appendix A.
- The code will be accessible in all classrooms.
- Long Term Supply teachers are responsible for marking all work delivered by them, following the school's policy.
- Developmental marking must be used at least twice a week in Maths for each child.
- Developmental marking must be used at least once a week within an extended piece of writing for each child.
- 'Closing the gap' comments may be used to show children how (and why) their work could be improved. These may take the form of
  - \* Reminder prompts e.g. What else could you say here?
  - \* Scaffold prompts e.g. Describe the expression on the man's face.
  - \* Example prompts e.g. Choose one of these (with examples given) or use your own.
- In the Autumn Term, up to 3 spelling errors will be identified with 'S' in the margin and the word underlined with a wiggly line (see appendix A).
- From the Spring Term onwards 'S' will be placed in the margin and children will be responsible for locating and amending the spelling error. These should be linked to topic, year group common exception words and age appropriate spelling rules in the first instance.
- In the Autumn term, up to 3 punctuation errors will be identified according to the code (see appendix A), with 'P' in the margin and the error circled.
- From the Spring Term onwards 'P' will be in the margin and the children will be responsible for locating the error and amending it themselves. This will be linked to punctuation already taught and within age related expectations.
- Each teacher will initial the work to show it has been seen when developmental marking is not used, and when peer or self-assessment has been used.
- Errors may be marked by cross or a dot.
- Where there are multiple errors in a piece of work, one inclusive cross can be given at the bottom of the piece of work with an appropriate comment.
- Errors resulting from an underlying misunderstanding or lack of knowledge are most effectively marked when pupils are reminded of a related rule, (e.g. 'apostrophes are used for contractions'; the digits move one column to the left when divided by 10), or provided with a hint or question that leads them towards a correction of the underlying misunderstanding. •
- Irrelevant, unnecessary or repetitive work can have a neat line drawn through it.
- When symbols or shorthand are used they must be those agreed in Appendix A. • After quality marking,

children must be given the appropriate time to respond and make the necessary improvements to their work.

- All pupil responses to teacher, teaching assistant or peer marking will be in purple ink.
- Pupil editing before marking will be in black.

**Related documents and policies:**

Curriculum Intent

Long Term Plans

Teaching, Learning and Assessment

Maths

English



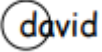




Progression Mapping

SEN and Inclusion

**Review:** September 2025

## Appendix A

### Codes to be used when marking writing:

	Your work has been seen by a teacher (teacher's initials)
Initials	Your corrections/additions have been seen by a teacher
<b>S</b> 	Spelling error
<b>G</b> 	Capital letter missing / grammar
<b>P</b> 	Punctuation missing
	New paragraph
	Omissions
	Next steps

### Presentation codes to be used when marking:

Date?	Omitted date
Title?	Omitted title
LO?	Omitted Learning Objective
SA?	Omitted Self-assessment
Underline	Next to writing which should have been underlined

### Additional codes:

(Work will be deemed independent unless annotated next to the L.O.)

TAA	Teaching assistant assisted work (this may be guided or shared work)
TA	Teacher assisted work (this may be guided or shared work)
TPD	Teacher pupil discussion (individual or whole class verbal feedback)
ST	Supply Teacher

### Self-Assessment

