



Gwladys Street Community Primary and Nursery

Marking and Feedback Policy

Introduction

At Gwladys Street Community Primary School, we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Sutton Trust research has shown that providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning.

Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

This policy has been written to address teacher workload in conjunction with the School Workload and Reduction

Document (October 2019) and to most positively impact upon each child's progress

This policy's principles and practice have been agreed by the staff of Gwladys Street Community Primary and Nursery School and monitoring and evaluation will take place periodically by members of the SLT, Coordinators and Governors to ensure that it is applied consistently throughout the school.

Links to Whole School Aims

We want our school to be one: -

1. *Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.*
2. *Where everyone feels safe, happy and secure in our learning community.*
3. *Where everyone works in partnership with the wider school community.*
4. *Where Golden Opportunities are provided in an Inclusive Setting.*
5. *Where everyone respects each other and works as a team to achieve our GOALS.*

6. *Where children develop lively, enquiring minds, self-confidence and independence.*
7. *Which promotes a healthy lifestyle and positive, spiritual and moral values.*

Aims:

We mark children's work and offer feedback in order to:

- provide focused feedback to children about their learning so they know what they have done well and what they need to do to further improve;
- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future learning.

Principles of marking and feedback:

- The process of live marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning objective – WALT.
- Positive features of a pupil's work will be highlighted in green including correct answers.
- Features to improve on will be highlighted in pink to show pupil's what areas of their work to address.
- Where met, Learning Objectives are acknowledged by the teacher highlighting the WALT in green.
- Comments should be constructive and appropriate to the age and ability of the child.
- Children should be fluent in our marking policy.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed. At Gwadys Street, we call this live marking.
- Children shall use **PURPLE** pen to edit their work throughout the lesson.
- Children should address their Next Steps (Tips) before or during the next lesson in **BLUE** pen.

General Guidance to teachers

Assessment and feedback during the Lesson

- All work dated, titled (WALT - We Are Learning To...) and underlined with a ruler. (NB: short, numerical date for Maths). Longer written date for English and Foundation Subjects.
- In KS1, Year 3 and pupils with SEND needs, where appropriate, WALTs will be typed and stuck into books.
- The teacher will share the Success Criteria with the children so that they are aware of how to be successful in their learning.
- The teacher will discuss the Success Criteria during the lesson, and if necessary, address any misconceptions.
- When appropriate, children may peer assess.
- Children should respect peers' books in line with marking policy.

Assessment & Feedback after the lesson

- The teacher will mark against the WALT that is specific for that subject. During all lessons, technical vocabulary will also be marked for correct spelling and usage.
- Teachers will address spelling, grammar and handwriting:
 - Grammar that is important to the child's development;
 - No more than three spellings will be corrected in the children's work.
 - In Foundation subjects, spelling corrections must be appropriate the topic being studied by the children.
 - Handwriting to support children's legible style.
- Written comments should be neat and legible, modelling the schools handwriting and written in green.
- The teacher will mark work prior to the next lesson against the success criteria. However, to reduce Teacher Workload, Live marking should be used as often as possible in lessons.
- Teachers should ensure that any prior tips are marked from previous lessons to ensure the children are extending or consolidating their learning. This can be done through verbal feedback if tips are incorrect.
- Teachers should acknowledge positive work through a variety of ways which could include – stickers, dojos, smiley faces etc.
- Next steps will be used regularly to either:
 - Extend a child's learning
 - Reaffirm a child's learning
 - Address any misconceptions

Marking and Feedback in the Foundation Stage

During adult led activities, verbal feedback and support should be provided.

To enable children to become Year 1 ready, when pupils are ready, work will be recorded in Maths and English books and teachers will follow the whole school Marking and Feedback policy.

Symbols and Abbreviations:

<i>sp</i>	<i>spelling</i>
<i>T</i>	<i>tip to address misconception or enhance further learning</i>
<i>BW</i>	<i>improve vocabulary</i>
<i>S</i>	<i>support from adult</i>
<i>I</i>	<i>Independent learning</i>
<i>VF</i>	<i>verbal feedback</i>
<i>P</i>	<i>punctuation error</i>
<i>PR/H</i>	<i>presentation and/or handwriting</i>
<i>//</i>	<i>new paragraph needed</i>

Specific guidelines

Each week the teacher will ensure children are provided with a scaffold or next step mark for English and Maths. Teachers will use their professional judgement to ensure marking addresses any misconceptions, or extends learning in Foundation and Science subjects on a regular basis.

An in-depth mark will include:

- *Symbols linked to the marking code.*
- *Teachers will comment on spelling, grammar, handwriting and presentation:*
 - *Grammar that is important to the child's development;*
 - *No more than three spellings will be corrected in the children's work.*
 - *Handwriting to support children's legible style.*
 - *General presentation of child's work*
- *A Tip which either supports or challenges the child in improving their work. This can be in the form of a model, scaffolding or an extension task.*
- *All tips should be marked from previous lesson to ensure errors are addressed or learning has moved forward through verbal feedback.*

Monitoring and Evaluation

The SLT will ensure the policy is implemented consistently throughout the school through regular monitoring and discussion with teachers, children and parents.

Reviewed by Gwladys Street Staff on Tuesday 30th April 2024


Appendix 1 – Examples of marking policy in practice

English

Real champions who do amazing things
Easy things to them but hard things to us
Long legs running incredibly fast
Always believing themselves will never give up
You will never give up on your dreams just like they did

Really never give up because you can do it
Always follow your dreams
Dreams going crazy with excitement
Everybody never gives up

You have worked hard today Zuneel!
Very well written



⊗ your your your your

50. I think that the book ^{is a novel} is about
the light

I predict that a King was having
a ~~compre~~ night and then the
manager's side is said that a light
is banned he looked in a
newspaper Every newspaper said the
light was banned he told the
manager's manager if they they
can fix it the manager's ped
I don't think so the king said take
the light was given they who's light
light.

⊗ light light light light
bongive bongive bongive bongive
think think think think

You have tried hard with your prediction
Fran. well done!

Maths

Telling time to the minute 2

1 Tick each line on the analogue clock. Think carefully!

a) 8:30 am b) 11:45 am c) 6:45 am d) 8:00 am

2 Write each time on the digital clock.

a) 10:15 b) 11:30 c) 12:15 d) 1:00

3 Write the correct time on each clock. Remember to include am or pm.

a) quarter past 8 in the evening 8:15 pm
 b) half past 7 in the morning 7:30 am
 c) three-quarters past 4 in the afternoon 4:45 pm
 d) twenty to 8 in the morning 7:40 am
 e) 1 minute past mid-night 12:01 am

4 How would you write this on a digital clock? Show two different possibilities.

7:30 7:30

5 Draw the hands on the clocks for the times shown.

a) 4:50 4:25

b) What do you notice about the clocks?
 They stopped the same.
 They have an analogue and the same

6 At 3:45 are the digits on a digital clock consecutive (they go up by 1 each time)?
 At which other times in the day will a clock show consecutive digits?

Negative numbers

1 The table shows the temperature in three places in the UK.

Fort William	Leeds	Swansea
-6 °C	-3 °C	7 °C

a) The temperature in Fort William increases by 7 °C. What is the new temperature?
 1 °C

b) How much colder is the temperature in Leeds than in Swansea?
 10 °C

2 Isla and Mo are playing a game. Isla is on 3 and Mo is on 6.

Mo moves back 7 places. Isla moves forward 10 places.
 How many places ahead of Mo is Isla now?
 7 places

3 A pipe is 24 metres below ground. A crane lifts the pipe 38 metres upwards.
 How many metres above the ground is the pipe now?
 14 metres

4 Complete the number lines.

a)

b)

c)

5 A number line is divided into sections.

a) In which section will each of these numbers appear?
 7: H 11: I/J -5: D
 17.5: K -3: D -11: B

b) Write down three numbers that will appear in section B.
 -10, -10.5, -11


Foundation Subjects

Handwritten notes on the left page:
 The pharaoh ruled over Upper Egypt and Lower Egypt.
 The river that flowed through Egypt was called the Nile.
 The ancient Egyptian symbol of life was called the ankh.

Key Vocabulary				
Pharaoh	Afterlife	Amulet	Amulet	Amulet
Osiris	Osiris	Osiris	Osiris	Osiris

Quiz - True or False?

1. Amun was the king of all the gods of ancient Egypt. **True**
1. The pharaoh ruled over Upper Egypt and Lower Egypt. **True**
2. The river that flowed through Egypt was called the Nile. **True**
3. The ancient Egyptian symbol of life was called the ankh. **True**
4. The goddess Ma'at kept order in the universe. **True**
5. Anubis weighed your heart against a feather from the god Osiris to see if you would go to the afterlife. **True**




Handwritten notes around the drawing:
 Bird
 returned to
 But I think the soul every single night

Handwritten notes on the right page:
 Once on Egypt...
 returned to the...
 each night...
 they would...
 they would...
 in the...
 took the...
 with...
 of...
 the...
 in...
 finally they will...
 it is a...
 soul... soul... soul... soul... soul...
 body...
 of...
 They need to keep the...
 soul...
 after life

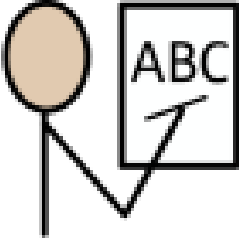
Handwritten notes on the bottom page:
 I think Amelia Earhart is a significant person than Neil Armstrong because she flew around the Earth. They are also important because they both flew on how. Amelia Earhart was never fearless and she was courageous. Amelia Earhart ^{was} ~~break a~~ ^{was} ~~sub~~ ^{was} ~~to~~ ^{was} ~~and~~ ^{was} ~~Neil Armstrong~~ ^{was} ~~with~~ ^{was} ~~Amelia Earhart~~ is an important person because she flew to the ^{Atlantic Ocean} ~~Atlantic~~. Amelia Earhart has made more changes to us because she is making women to get a pilot license. Amelia Earhart made ^{history} ~~history~~.

① flew flew
 Atlantic Ocean Atlantic Ocean
 license license license license license

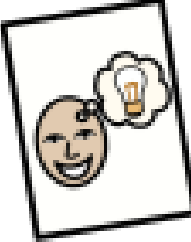
Amazing writing today Eve, you have gave some great reasons!




Marking Code Display for Classrooms




sp
spelling




T
Tip



BW
Better
vocabulary




S
Support
from adult




I
Independent




VF
Verbal
feedback



p
Punctuation
error



PR/H
Presentation
/
Handwriting



//
New
paragraph