Gilnow Primary School

Marking and Feedback Policy

Headteacher: Miss K Hesketh

This policy was reviewed by the Teaching staff in October 2024 and accepted by the Governing Body in November 2024. As well as the impact on children's learning, we considered teacher's workload and the time-efficiency of our feedback strategies.

INTRODUCTION AND RATIONALE

At Gilnow Primary School, we believe that feedback is an essential part of the planning, assessment, teaching and learning process. We believe that feedback and marking is important in promoting positive attitudes to learning and leads to an improvement in standards.

At Gilnow Primary School, we believe that feedback is most useful when it focuses on the learning objective, indicating success and identifying areas for improvement, so that children can be actively involved in reflecting upon their learning and understanding how they can improve their work. We recognise the importance of providing all children with regular and constructive feedback.

We understand that feedback is most effective when it is shared with the children at the time of learning, forming a natural and positive part of the learning process. When giving verbal feedback, teachers' comments will focus primarily on issues related to the learning intention and allow children to respond immediately.

When giving written feedback, the emphasis in marking will be on the learning objective and improvement will focus primarily on this. We expect work to be marked before the book is returned to the child.

Our Marking for English, Maths and Science books

Work should be marked under the direction of the class teacher. The class teacher should mark work using a red pen and teaching assistants should mark work using a purple pen.

Year 2- Year 6:

Work should be marked for accuracy and understanding. Work that is correct should be marked with a small, neat tick and the Learning Objective at the top of the piece of work should be highlighted neatly in pink to indicate that the Learning Objective has been fully met.



Wish – This stamp should be used after work has been completed to provide a next step, correction or challenge for the child to complete. The aim of this piece of marking is to enable children to improve their understanding of their learning or to improve their accuracy of skills they are already familiar with. It can also be used to allow more able children to demonstrate the depth of their understanding.

This should be written at the bottom of a child's piece of work and time should be given during 'Target Time' for children to respond using a green pen or pencil crayon underneath the teacher's feedback. Once marked, children's responses should **not** be rubbed out, but written clearly at the bottom of the piece of work. Teachers should check a child's response and indicate that they have checked it with a tick or some verbal feedback. If children have not responded during 'Target Time', teachers should ensure that this task is completed at another time.

These wishes should be worded as an instruction with a precise focus for improvement:

E.g A reminder prompt: e.g. 'Now, please go back and use your capital letters correctly in this sentence.'

A scaffolded prompt: e.g. 'Furthermore, _____.'

An example prompt: e.g. 'Choose one of these ideas or think of another of your own: He felt sad because his friend was unkind. / He felt sad because he was lonely without his friend.'

Year 1 Summer term:

Marking transition- We only use the 'wish' stamper to provide feedback for children who are able to read fluently enough to access these independently. For most children, this would come at the start of the Summer term of Year 1 when the 'Wish' stamper should be introduced to those children and 'Target Time' should begin to be incorporated into sessions to prepare children for the transition to Year 2. However, we recognise that there may be children in all classes across school for whom 'wish' marking is not yet appropriate.

Guidance on other marking notes:

In cases where the child has needed feedback or a group of children have had some additional intervention during the lesson or during 'Thinking Time, the adult should mark the work with VF.

Any supported work should be marked with an S.

'Target Time': Children's response to marking in English, Maths and Science

At the start of the lesson or during morning register time, children will be given a few minutes to respond to their teachers marking from their previous piece of work. We expect children to respond to teacher's feedback and that there is a clear dialogue or improvement in learning.

Teachers should check a child's response and indicate that they have checked it with a tick or some verbal feedback. If children have not responded during 'Target Time', teachers should ensure that this task is completed at another time.

Spellings in English, Maths and Science books

Mark any key spelling mistakes by underlining and writing **sp** by the mistake (no more than 3 words in any piece of work). The teacher should think about common exception words or those words appropriate for the child's phonics level or ARE. The child should then respond by writing the correct spelling 3 times underneath their work. For younger children, the correct spelling should be written for the child to copy.

Shine Time

Every Shine Time write will be marked against a success criteria grid which is displayed alongside a child's piece of work. The success criteria should allow both the child and the teacher to assess the quality of the work and children should be taught how to use these effectively to improve the quality of their writing.

In Y6, this will be created by the children independently.

Marking in Foundation Subject Books:

For work completed in other Foundation Subjects, work that is correct should be marked with a small, neat tick the Learning Objective at the top of the piece of work should be highlighted neatly to indicate that the Learning Objective has been fully met.

In cases where the child has needed 1:1 feedback or a group of children have needed the same feedback during the lesson or during 'Thinking Time, the adult should mark the work with VF.

Any supported work should be marked with an S.

If children have not achieved the learning objective, but have been able to access the content of the lesson, a WT should be written next to the Learning Objective.

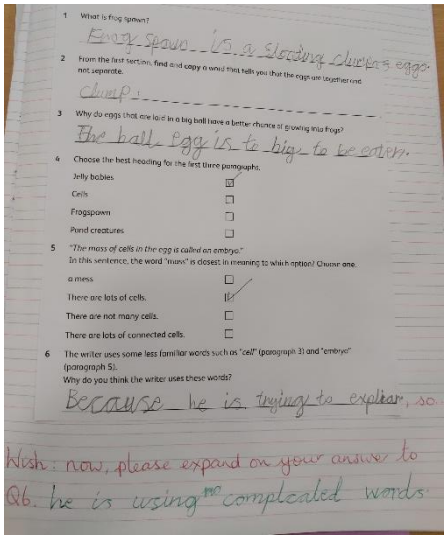
Spellings in Foundation Subject Books

For any written work, spellings should remain a priority, particularly considering any topic specific vocabulary but also showing key links to learning in English, Mark any key spelling mistakes by underlining and writing sp by the mistake (no more than 3 words in any piece of work). The teacher should think about common exception words or those words appropriate for the child's Phonics level or ARE. A child then responds by writing the correct spelling 3 times underneath their work. For younger children the correct spelling should be written for the child to copy.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training, although these may also be identified by SLT.

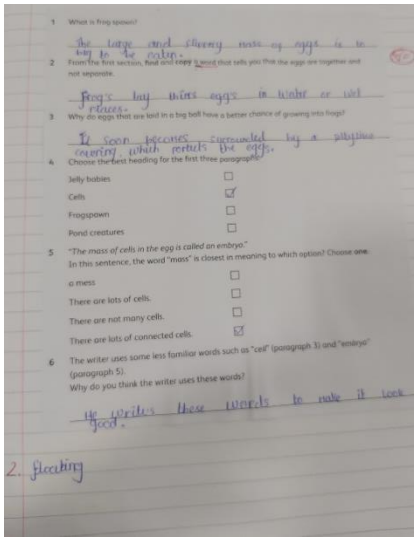
Appendix - Examples



1 What is frog spawn?
Frog spawn is a sloshy clump of eggs.
2 From the first section, find and copy a word that tells you that the eggs are together and not separate.
clump
3 Why do eggs that are laid in a big ball have a better chance of growing into frogs?
The ball egg is to big to be eaten.
4 Choose the best heading for the first three paragraphs.
Jelly babies ☑
Cells ☐
Frogspawn ☐
Pond creatures ☐
5 "The mass of cells in the egg is called an embryo."
In this sentence, the word "mass" is closest in meaning to which option? Choose one.
a mess ☐
There are lots of cells. ☑
There are not many cells. ☐
There are lots of connected cells. ☐
6 The writer uses some less familiar words such as "cell" (paragraph 3) and "embryo" (paragraph 5).
Why do you think the writer uses these words?
Because he is trying to explain, so.
Wish: now, please expand on your answer to Q6. he is using complicated words.

Key points:

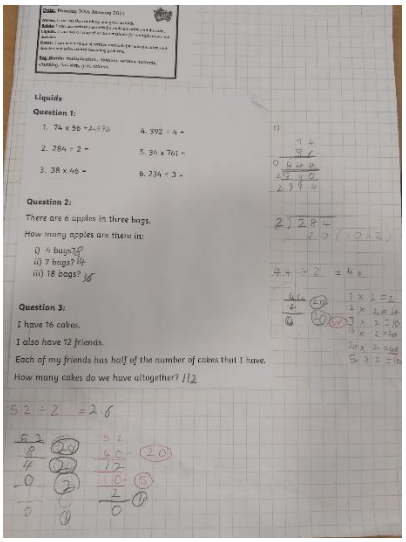
The wish was given after the lesson. It is written underneath the child's work and their response is written underneath this. This allows us to see clearly that the feedback has been responded to and that an improvement has been made.



1 What is frog spawn?
The large and slimy mass of eggs is to big to be eaten.
2 From the first section, find and copy a word that tells you that the eggs are together and not separate.
Frog's lay their eggs in water or wet places.
3 Why do eggs that are laid in a big ball have a better chance of growing into frogs?
It soon becomes surrounded by a jelly like covering, which protects the eggs.
4 Choose the best heading for the first three paragraphs.
Jelly babies ☐
Cells ☑
Frogspawn ☐
Pond creatures ☐
5 "The mass of cells in the egg is called an embryo."
In this sentence, the word "mass" is closest in meaning to which option? Choose one.
a mess ☐
There are lots of cells. ☐
There are not many cells. ☐
There are lots of connected cells. ☑
6 The writer uses some less familiar words such as "cell" (paragraph 3) and "embryo" (paragraph 5).
Why do you think the writer uses these words?
He writes these words to make it look good.
2. floating

Key points:

The verbal feedback was given in the lesson. The VF is written next to the specific point in learning that it refers to. The child's response is written underneath the piece of work. This allows us to see clearly that the feedback has been responded to and that an improvement has been made, so the impact of the adult intervention is clear.



Liquids
Question 1:
1. 74 x 56 = 2,496
2. 284 ÷ 2 = 142
3. 38 x 46 = 1748
4. 392 ÷ 4 = 98
5. 36 x 761 = 27,396
6. 234 ÷ 3 = 78
Question 2:
There are 6 apples in three bags.
How many apples are there in:
i) 4 bags? 8
ii) 7 bags? 14
iii) 18 bags? 36
Question 3:
I have 76 cakes.
I also have 12 friends.
Each of my friends has half of the number of cakes that I have.
How many cakes do we have altogether? 112
52 ÷ 2 = 26

Key points:

The verbal feedback was given in the lesson. The VF is written next to the specific point in learning that it refers to. The child's response is written alongside this. Since the child's understanding was still not secure at the end of the first piece of feedback, a further example has been given underneath the piece of work. This helps us to ensure that the adult intervention is effective and the child's understanding has actually improved – not just task completion of the specific question. The learning dialogue between the adult and child is evident.