Randlay Primary School and Nursery

Feedback and Marking Policy

‘Working Together as One’

Date reviewed: Autumn 2025

Next review date: Autumn 2026

The information in this policy links tightly to the value of our school and underpin our ethos of 'Working Together as One'.

Respect

We treat each other with respect and kindness by accepting each other's values and differences

Aspiration

We want our pupils to fulfil their potential and be successful in all that they do.

Courage

We help our pupils to be confident, to take risks, overcome their doubts and fears, and not be afraid of making mistakes.

Creativity

We create opportunities within our curriculum for our pupils to be imaginative, original, innovative and creative.

Collaboration

We support each other in our learning and celebrate and share in one another's success.

Excellence

We want the very best for our pupils. High expectations are non-negotiable.

Additionally it serves to complement the other policies we have in school including:

- Teaching and learning Policy
- SEND policy
- English policy
- Mathematics policy
- Curriculum area planning documents
- Subject policies – History, Art etc
- Social, Moral, Spiritual and Cultural document linking to all of the above.

Aim

It is our belief that all marking and feedback should give constructive feedback, where possible to every pupil. It should focus upon the success which has been achieved against the learning objectives and identify improvements needed against them too. We aim for children to become reflective learners and ultimately hope that they are able to close the gap between their current and aspired to performance.

We 'Work Together as One' to achieve this and hope the adults and children work collaboratively to reflect upon learning . When we approach all aspect of marking and feedback, our values should be reflected.

Our creative curriculum underpins all the work that is undertaken and helps children to extend their imagination and creativity. We believe this supports the spiritual, moral, cultural and social development. In addition, by valuing each other's viewpoints and working respectfully together, we hope we are helping to prepare our children to participate in and contribute fully in modern Britain.

Principles.

Marking and Feedback should :

- Be seen as a positive tool in helping children to improve their learning.
- Give ample opportunity for children to become reflective learners by beaing aware of their learning needs.
- Be focused upon progress towards the learning objective primarily.
- Be manageable for teaching staff.
- Be understood and involve all adults and children within the classroom.
- Give clear recognition and praise where appropriate
- Give clear strategies for improvement
- Must allow for time within the school day for children to act upon advice given so that they can read, reflect and respond to the feedback.
- It should inform future planning and reform it where necessary.
- It should be easily understood by pupils.
- It should be consistently followed throughout school
- It should allow for opportunities to self mark and edit .

<u>Strategies</u>

Throughout the school we will use :

Summative marking and feedback
Formative marking and feedback
Closing the gap marking and feedback

Summative marking

This will mainly occur following a closed task such as a test or exercise. Examples within school may include times tables tests, Big Maths or spelling tests. These will be marked with a green pen with a tick for a correct answer and small neat dot for an error. With these tasks, it may be appropriate for the children to self-mark or peer mark following clear instructions upon respecting the work of others in this process.

Formative marking

Formative marking will firstly focus upon issues around the learning objective and the success criteria. Verbal comments and written advice may be offered in relation to these as well as annotations within the piece. Additionally there may be verbal or written advice given about general progress made and any next steps needed.

Success criteria in Mathematics

If the child has met the statement in the success criteria it will be highlighted in green highlighter pen.

If the child has not demonstrated they have met the statement it will be left blank.

If it has been partially met then the parts met will be in green and the parts not met left blank.

Success criteria in English and other subjects

If the child has met the success criteria in the work then there will be a double tick at the end of the row.

If the child has not met the success criteria statement in the work then it will be left blank.

If the child has partially met the success criteria statement then the part that has been met in the statement will be double ticked above it and the other parts not. A right facing arrow will then be placed in the box at the end of the row.

Closing the gap marking and feedback

This may take the form of three kinds

Verbal

Annotation

Written

CLOSING THE GAP

VERBAL

During the independent part within a lesson the teacher or TA/HLTA may work with a group. Consequently verbal feedback will be vitally important for this group and this should be of high quality throughout this session. Verbal discussions and advice is likely to close gaps quickly within understanding of this work.

CLOSING THE GAP

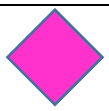
ANNOTATION

All work will be annotated according to the policy guidelines. In addition to this where teachers have worked more independently of an adult then teacher annotations and a comment will be likely be used. This work will be responded to in more detail to assess where the child is within their learning with comments that may require pupils to revisit and improve a piece of work.

Clear success criteria will have helped the adults and pupil in knowing how to meet the objective.

The emphasis in the annotated marking should be on both the success and the improvement needs against the learning objective and success criteria.

Feedback should be accessible to the child so that they can clearly understand how successful they have been.

Remember- the MAIN focus of the marking SHOULD be the statements in success criteria which link to the learning objective	
	This will show where an aspect of the success criteria has been exemplified (except in Mathematics where a green highlighter is used on a feature. A double tick will be placed directly on or just above that feature in the piece of work.
	In Mathematics a green highlighter pen will be used on a correct answer or feature from the success criteria.
sp	This will show where there is a spelling error (around 3 will be identified). Not all spelling errors will be identified but it is appropriate to indicate Sp where it is a commonly misspelt word, a word that the child has covered the rule for or a word they are expected to know from their year group.
	A neat, small pink highlighter mark should indicate where an age appropriate punctuation mark or symbol has been omitted that the child 'should' know
	A neat pink highlighter line should be placed on an error in mathematics
	A neat green line should be placed under a part which is grammatically incorrectly but within age expectations
//	Where a paragraph is needed but hasn't been used then this should be used (UKS2)

Whereas marking should 'in the main' focus upon the success criteria and learning objective, it is vital that high standards of presentation are present. Grammar and spelling are important throughout subjects and therefore pieces should be annotated according to the above.

CLOSING THE GAP

WRITTEN COMMENTS

Any closing the gap comments should be direct and require a response or action from the child. It is not expected in every piece but **where it is appropriate and needed. It is broadly expected that a child should see a more detailed response in their English or Mathematics book at least once a week.** Focused comments should support the child in closing the gap between what they have achieved and what they could have achieved.

Where and if a closing the gap comment is needed an asterisk will identify where in the piece the issue identified for improvement is.

In English, a closing the gap comment with a range of prompts may be useful.

- A **reminder** prompt - what could you add here about the …….?
- A **scaffolded** prompt – what did the girl's face look like?
- A **reasoning** prompt – explain how you know …….
- An **example** prompt – try one of these words to describe the door : ancient,crooked or grand.

In Mathematics , a closing the gap comment may be useful both when/if work is correct or not.

If it is correct, a comment focussing upon one of these points may help:

To show a more efficient methods

To show how to improve the way a calculation has been written

To deepen understanding by asking further reasoning style questions.

If it is incorrect, a comment focussing upon one of these points may help:

Identify where the precise mistake has been made and explain what the mistake is.

Model the most efficient method (always best done with the pupil)

Provide a reminder for next time.

Deepen understanding by asking further reasoning questions.

Celebrate success

Within the full range of marking and feedback strategies, children's work should also be acknowledged with stickers (linked to the behaviour policy) to add to their certificate chart and/or in their book and also brief accolades (where/when appropriate) to precede the closing the gap comment such as 'keep working hard' , fantastic effort, brilliant focus etc.

All teacher /HLTA/TA marking should be undertaken in green biro, with exemplary cursive handwriting and accurate spelling.

Secretarial features

It is expected that high standards should be evident in work in terms of secretarial skills such as handwriting, spelling etc. This should be addressed and there may be times when reversals of letters or numbers need to be corrected. Children should be in good habits to re read and check their work over, also checking to see if it makes sense. Time and opportunity should be available to them at the end of a lesson to so. It is expected that errors from age appropriate spelling words are identified and those of spelling rules which have been covered. Spellings of commonly misspelt words should also be addressed.

With comments given children should not be overwhelmed in what they need to address and they need to be very clear as to what the aims are within the piece of work. It should always be remembered that the main focus of closing the gap comments should be the learning objective or statements within the success criteria.

Self marking/editing

There should be opportunities for children to self-evaluate or peer mark. In both English and Mathematics. Pupils can then have the opportunity to identify their own successes and look for improvement points where needed. Throughout this process the pupils should respect each others' work and the environment should be encouraging in collaborative improvement.

They should ;

- Be taught how to do it through effective modelling by the teacher.
- Be taught class rules about the process should be decided upon (confidentiality, respect, listening, not interrupting).
- Be paired sensitively. If peer marking then thought should be placed upon pairings.
- Be shown how to converse positively with encouraging dialogue.

It is hoped that ultimately the aims of this policy will mean that learning is moved on for our pupils at Randlay Primary School and Nursery and our children become positive, reflective learners who are not afraid to make mistakes in their quest to learn.