

**ST ANNE'S RC PRIMARY AND NURSERY SCHOOL**  
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### Marking and Feedback Policy

This policy has been developed in the context and spirit of our Mission Statement.

#### Mission Statement

To help every person to achieve his or her best in work and play.  
To celebrate whatever is good and  
to follow in the footsteps of Jesus by supporting and forgiving  
each other for the honour and glory of God.

#### Rationale

In line with our Mission Statement we have designed this policy to ensure our children are provided with an appropriate method of marking and feedback. At St Anne's we believe that the marking of children's work and the constructive feedback we provide is paramount in assisting our children to make progress and improve. We believe that feedback must be purposeful and must have a direct and significant impact on raising children's achievement, challenging, celebrating and supporting their efforts

#### The Principles That Guide the School's Approach to Marking and Feedback

##### Marking and feedback should:

- ✓ Be manageable for the teaching team and accessible to the children
- ✓ Give recognition and praise for achievement and clear strategies for improvement
- ✓ Relate to the learning objective
- ✓ Involve the whole teaching team working with the children
- ✓ Allow specific time for children to read, reflect and respond to marking
- ✓ Respond to individual learning needs taking opportunities to give verbal feedback where appropriate
- ✓ Inform future planning
- ✓ Use consistent codes within Key Stages
- ✓ Ultimately be seen by children as a positive approach to improving their learning

##### What we do:

In all subjects:

- Ticks in work will be used to affirm success.
- C in a circle for check and a correct for Numeracy
- All comments should be written in legible handwriting and 'child speak'.
- Marking should be in green pen.
- Children to respond to the teachers marking in purple pen.
- If children self or peer mark, this will be completed in purple pen.

- Spellings should be corrected, when this is appropriate to the task and may be in line with the Letters and Sounds phase and year group expectations the child is working at.
- Spelling mistakes should be written at the end of the piece of work or in the margin in order for children to practise the spelling three times.

#### Fix it time and peer evaluation – every day

- Children should be given time at the start of a lesson or during the week, to read and consider the written feedback the teacher has provided either on their own or with a talk partner.
- Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

#### Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books
- Showing their work to other members of EYFS staff and during the Summer term staff in KS1
- Pupils complete corrections
- Learning objectives are highlighted in pink to show they have achieved the objective
- Learning objectives highlighted in green show future targets

As children progress through the EYFS and into Key Stage One, 'ticking of work' and correcting work will be more common and written comments will be more frequent. Whenever possible, we identify problems as they arise and provide verbal feedback to the children.

SUGGESTED MARKING SCHEME  
COMMENTS, MARKS AND THEIR MEANING  
EYFS and Key Stage 1

**VF** - Verbal feedback

**I** - Independent

**GW** - Group Work

**CP** - Continuous provision

**TA** - supported by the TA

**PPA** - during PPA time (covered by another adult)

**S** - support



- Incorrect punctuation such as omission or incorrect use of capital letters

**Sp/\_\_\_** - spelling needs checking

**NS** - Next step

**Tick** - Next to L.O when objective has been achieved

SUGGESTED MARKING SCHEME  
COMMENTS, MARKS AND THEIR MEANING  
Years 3 to 6

Through KS2 children continue to use the marks from KS1 and others are introduced.

**VF** - verbal feedback

**C** - If children have made an error and need to check and correct

**P** - paired work

**TA** - supported by the TA

**PPA** - during PPA time (covered by another adult)

S	- support
^	- omitted word or phrase
?	- something doesn't make sense. You need to read your work carefully and check it for mistakes
○	- Incorrect punctuation such as omission or incorrect use of capital letters
Sp or ___	- spelling needs checking
//	- New paragraph
NS	- Next step
Tick	-Next to L.O when objective has been achieved

### Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

#### Numeracy

- ✓ In Numeracy all pieces of work should be marked in **green** and the correct symbol used to indicate if the child has been supported.
- ✓ If any mistakes have been made, a 'c' is put next to the incorrect answer in green. This tells the child they need to 'check'.
- ✓ Fix it time should be given the day after children have completed work in their books. Children to respond to any comments or corrections (written in green) from the teacher and they should respond back in purple pen.
- ✓ The unit overview sheets with the list of objectives for that unit must be RAG rated by the children during the unit.
- ✓ Any comments must relate to the learning within the lesson and if the child achieved the learning objective
- ✓ Test base questions and chilli challenge questions must be clearly differentiated showing what level the children are working at through Green/ Amber or Red activities

#### Literacy

- ✓ Pieces of written work (especially independent and the draft day) should have a quality comment and a symbol to indicate if work was supported where appropriate. To display next steps on the board for children to transfer into books and answer using purple pen
- ✓ Children's spelling errors **must** be corrected in the margin and added to their bank in the back of their book
- ✓ Pupils should be given the opportunity to self-evaluate using marking ladders
- ✓ When marking writing we need to praise successful aspects of the piece and give one next step that the child must respond to and add to their piece of work
- ✓ Children to make their own success criteria and peer and self-edit/mark where appropriate.

All basic spelling and grammar errors should be corrected in all subject areas and should be at ARE.

## ADDITIONAL GUIDANCE

### How can we mark children's work?

The following are acceptable examples of methods of marking and feedback

#### Oral Feedback

Oral feedback is potentially the most effective form of feedback. It is the most natural and frequent feedback experience for children: feedback from the teacher/TA, to the teacher/TA, and to/from peers. The language of the classroom has an enormous impact on the children, and we try to create an ethos where speaking freely is good. Teachers' oral feedback needs to be focused mainly around the learning objective of the task. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task will be annotated V.F. (verbal feedback) and initialled by the marker. It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

#### Acknowledgement Marking

This is a courtesy look at the work and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting (Next steps given on the whiteboard).

#### Self and Peer marking

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Quality peer-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work.

#### Summative Feedback

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

This policy was approved by governors on 13<sup>th</sup> June 2019.