

# Great Alne Primary School



## Marking and Feedback Policy

Chair of Governors signature

A handwritten signature in cursive script, appearing to read 'Alma'.

Headteacher's signature

A handwritten signature in cursive script, reading 'Emma Lagwa'.

**Ratified: 29<sup>th</sup> November 2023**

**Review: November 2026**

Person responsible for overseeing the implementation: Headteacher

**Great Alne Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment.**

### Marking and Feedback Policy - Autumn 2023

Feedback and marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. At Great Alne Primary School, we take a professional approach to the task of marking work and giving feedback, and use a consistent approach which is age and ability appropriate. We value these exchanges and see that they are a positive form of communication based on the knowledge and learning outlined by staff and linked to the National Curriculum. Feedback can be verbal, written, or pictorial and can be from teacher to child or teaching assistant to a child at the point of learning.

Marking and feedback should:

- be timely (immediate if possible).
- be manageable for all teaching staff.
- involve all adults in the classroom.
- be seen by pupils as useful and positive.
- inform future planning/targets.
- relate to learning objectives.
- be responded to by the children.

Great Alne Primary follows the 'Assessment For Learning' (Afl) approach to marking and feedback, which is always constructive and sensitive, focusing on the work produced against the learning objective.

**Verbal feedback:** This is the most immediate and interactive form of feedback.

The focus is on being constructive and informative.

It can be direct or indirect (targeted or not) Whole class/group eg: when marking one piece of work or at the start of the lesson.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the knowledge and learning and should identify both positives and next steps, so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Teachers will also mark work together with children (small groups or whole classes) allowing time for discussion of misconceptions and corrections to be made.

When marking a child's work, teachers use a green highlighter for 'Go' and a yellow for 'Not quite yet'.

The green highlighter should be used to underline or highlight where the child has met the given learning objective or applied development points from previous teaching and learning. The yellow highlighter should be used to underline or highlight where the child has not met the learning

objective. It is recommended that teaching staff use their professional judgement in quantity, when using the yellow highlighter to ensure that children are not over faced or demotivated.

### **Responding to Marking:**

Wherever possible, work should be marked at the point of learning, using the green and yellow highlighters, alongside the child. This enables the child to act immediately and correct any errors in their work. When work is distance marked (marked without the pupils being present), teachers must allow time for pupils to read and respond to marking immediately after, or as soon as possible.

‘Respond in Red pens are introduced in year 2.

We recognise that it is difficult for pupils working at lower levels to read and respond, so EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

- In EYFS, teaching staff will work alongside the children to respond.
- Year 1 staff will begin to train the children to respond more independently, but still within groups, during the summer term.
- Year 2 will train pupils to read and respond independently, as they become better readers.
- KS2 pupils will respond to marking themselves, either during the lesson or during dedicated response time. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that teachers explain the system and maintain it.

### **Spellings Across The School**

Staff will use their professional judgement in correcting spelling errors. When children are developing and applying their phonic knowledge to spell, regardless of their year group, focus should be given to words that are spelt incorrectly, but are phonologically regular. After this, priority should be given to the statutory common exception words and finally spelling rules. Children should always be asked to correct their spellings, as independently as possible, using a dictionary or word mats etc. This guidance does not mean that every incorrect spelling should be identified and corrected, as teachers must use their professional judgement and awareness of the child.



Handwritten notes and sketches on lined paper. The sketches include a person's face, a person in a car, and a person in a room. The text is dense and somewhat illegible due to handwriting and overlapping lines.

② We need a spy for devil.

Out of the gloom, satans horns rained down tiny devils upon the fleeing caribbeans. Tonight satan had devised schemes in score. Satan then drew give us show his way. The devil of the night watched his flames rain down upon his path of destruction. In a blink of an eye the first of his minions of hell ate up the first bit of London. Angels scoured the night sky trying to aid London in its endeavor to stop the glowing madness of the devil. But the devil's mind in flames have other plans. WHIP CRACK! Went the devil's whorped tail the devil's plans were unraveling.

have B. B. T. H. H

'to land?' It could of landed on big ben, the hotels - or parliament but even worse, Buckingham Palace.

It was gallings we were all parking then everyone realised that it was landing on a row of shops we sighed in relief we didn't realise that there was a bunch of bombs raining from the sky. People were scurrying to safety as London was in a gateway to hell. Roads had been torn in half, horses ~~not~~ <sup>criebing</sup>. London was fighting for life.

criebled

Soon a great big bomb dropped from the sky. Everyone looked worried. Where was it going to land? It could have landed on Big Ben, the Houses of Parliament. Ever worse, Buckingham Palace. It was gallings. London was parking. She didn't realise that there was a parade of bombs raining from the sky. People were scurrying to safety as London was a gateway to hell.

The deadly planes flew away before the sun