



**Grimsdyke School**  
**Marking and Feedback Policy**  
 EYFS, KS1 and KS2

*'Feedback is one of the most powerful influences on learning and achievement'*  
 (Hattie and Timperley 2007)

**Preamble:**

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress.

It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Grimsdyke School this important stage of the teaching and learning process is also called 'developmental marking'.

Staff at Grimsdyke School are committed to provide relevant and timely feedback to students, both orally and written. This is to ensure that –

- Students are engaging in their learning and taking ownership for their next steps and therefore making expected progress.
- Students are motivated to learn and a "growth mind set" is fostered through effective feedback / feed forward.
- Teachers are developing an in depth knowledge and understanding of the pace and direction in which students in their class are developing through the use of formative assessment.

**Aims:**

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.

- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create, where appropriate, an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

### **Principles of Marking and Feedback:**

The following principles should underpin all marking and feedback at Grimsdyke School:

- It must be manageable.
- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly.
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
- Time should be given for children to consider marking comments and for them to respond to them using green response pens / pencils – Green Time.

### **Types of Feedback and Marking:**

- Teacher Comments – Stars and wishes and / Green Time, Growth Mind set phrasing, celebration of effort not just output.
- Verbal Feedback – Can be given at any point in the lesson or following, it must be followed by the correct marking code and initials of the adult giving the feedback.
- Peer / Self-Assessment – This must be linked back to the success criteria of the lesson.
- Peer / Self-Marking.

### **Marking and Feedback Non-Negotiables:**

Marking and feedback that takes place in the books must be reflective of two types, these are detailed below –

*“In – Depth” marking* – this be completed at least twice a week. Once for an English piece of work and once for a piece of maths work. Elements of marking and feedback included within “in depth” marking must include aspects of “light touch”

marking (see below) plus “Stars and Wishes” and “Green Time”. These comments must be developmental including aspects of celebration and “feeding forward” to the next piece of work.

“Light Touch” marking – This takes place in interim pieces of work between those that are marked “in depth” and across all other subjects. These must be reviewed by the class teacher where elements such as spelling, grammar and student specific needs are reflected on. “Light Touch” marking includes verbal feedback, peer / self-assessment and / or marking and green time (where appropriate). Any “light touch” marking must be initialled by the adult completing it.

In addition to this the following is also non-negotiable –

- Marking must be completed in red pen for clarity.
- Learning Intentions and W.A.L.Ts must be presented at the beginning of all pieces of work. These are mostly hand written in KS2 due to the value of the discussion / engagement that can take place with them.
- Success criteria must be presented in the English, maths and science books just as the W.A.L.Ts are. For foundation subjects the success criteria must be available in some form within the lesson.
- All new pieces of work start at the top of a new page with the space immediately following the piece of work left for marking and feedback / feeding forward.
- When marking Foundation Subjects teachers will need to use their professional judgement as to where and when “in depth” and “light touch” marking is used. This decision must be made in the best interest of the child where there is maximum impact.

### **Growth Mindset Phrasing:**

Growth Mindset phrases can be used in both “in depth” and “light touch” marking. These sorts of comments are there to encourage success in the learning process and not the output. They have been proven to be more effective than just commenting on the output of a piece of work.

<ul style="list-style-type: none"> <li>• Wow! 😊</li> <li>• Look at that!</li> <li>• Tell me about it.</li> <li>• Show me more.</li> <li>• How did you do that?</li> <li>• What challenged you today?</li> <li>• An amazing effort to generate new learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Let’s see what you did.</li> <li>• How do you feel about it?</li> <li>• How did you figure that out?</li> <li>• I see that you...</li> <li>• That looks like it took a lot of effort.</li> <li>• How would you rate your resilience today?</li> </ul>	<ul style="list-style-type: none"> <li>• How many ways did you try it before it turned out the way you wanted it?</li> <li>• What do you plan to do next?</li> <li>• That looks like it took so much work.</li> <li>• Are you pleased with what...</li> </ul>
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### **Marking Guidelines:**

**A variety of marking strategies dependent on task will be used, e.g. stampers, stickers, etc.**

- Positive comments will be prefaced by a star.

- Developmental comments will be prefaced by a w in a circle (denotes a wish).
- Errors will be highlighted – punctuation errors will be corrected and spelling errors will have sp and be underlined. Children to self correct a sample of words. Mark omissions with ^. Not all errors will be highlighted in a piece of work.
- V denotes verbal feedback received by pupil.
- All year groups will notify parents about the use of stamps for marking.
- Marking will be in line with the Learning Intention/Success Criteria.
- Marking will be in red pen for clarity of feedback.
- Independent work will be noted by an I in a circle, S in a circle for having support, CI for child initiated, B for buddy working, P M for peer marking and SM for self – marking.
- Home learning must be marked and commented on by the class teacher at least three times per half term.

### Self Assessment tools:

**Reception:** To use thumbs up, thumbs down.

**Key Stage1:** Smiley face for how they feel about their work and traffic lights to denote how well they feel they have achieved:

**Green** – I understand.

**Amber** – I think I've got it but need more practice.

**Red** – This is hard. Please help me.

**Key Stage 2:** Children will self-assess against the given success criteria, using either ticks or comments to assess themselves.

A black triangle can be completed by the teacher next to the Learning Objective/Walt

**3 sides** – achieved.

**2 sides** – nearly there.

**1 side** – didn't understand and needs more help.

### Presentation Guidelines for books.

All children must understand the importance of presenting their work to a high standard. Presentation is progressive throughout the school.

#### Reception:

- To write their name as neatly as possible using lead pencils.

#### Year 1:

- To write their name and numeric date as neatly as possible using lead pencils.

**Year 2:**

- Names must be written, date (word date for Literacy and numeric date for maths) and Title/W.A.L.T. all underlined.
- A margin must be drawn using pencil in Maths books approximately 2 centimetres wide.
- In maths it is expected that when using squared paper that only one digit is placed in each square.

**Year 3:**

- As above but pupils will start to use pens for writing and underline in pencil.
- “Pen Licenses” to be presented to students over the course of the year.
- Pupils must use roller ball or Berol Handwriting pens (blue and medium tip only).
- Numeracy work to be completed in pencil.

**Year 4:**

- At the beginning of the year the class teacher will make a quick assessment of the students handwriting, students will be asked to continue with their “pen licenses” or not based on the discretion of the class teacher and their observations.
- Illustrations should be titled and all diagrams should be labelled with lines drawn in pencil and words in ink.

**Year 5:**

- Students will be allowed to use fountain pens but only at the clear discretion of the class teacher.
- Otherwise as above.

**Year 6:**

- As above but pupils may now use fountain pens.

**General Guidelines:**

- No self-correcting pens to be used in school.
- Rubbers to be used at the teacher’s discretion.
- When colouring, colouring pencils to be used unless directed by the teacher.
- Mistakes to be crossed out using a horizontal straight line in pencil using a ruler and the correction written above where possible.
- In maths where a mistake occurs cross out in pencil and rewrite from the point of error
- In maths a suitable gap to be left between each calculation.

- In Years 5 and 6 it is expected that Literacy punctuation rules will be adhered to, e.g. paragraphs, new line for speech.
- All exercise books should not be defaced but may be covered at the teachers' discretion.
- All pupils will have Home Learning Files/Books and the same standard of presentation is expected.
- Presentation and handwriting will be taught in all year groups.

Reviewed: June 2020

Next Review: June 2022