



**Glusburn Primary School**  
Marking and Feedback Policy



Principles:

- To inform teachers in their planning for next steps.
- To ensure that feedback and marking is manageable and easy to implement.
- To ensure that all feedback is timely and actionable and that all gaps in learning are addressed immediately.
- To develop reflective learners, recognising achievement and areas for improvement.
- To ensure that there is consistency across school.

**Refer to the appendix to see examples of effective feedback and effective feedback sessions**

English:

- Target sheet to be inserted in books at the start of each English unit stating up to 3 *whole class targets* and up to 3 *personal targets* (taken from the cold write)
- **Small pieces of writing:** use of pink and green to indicate whole class and individual targets (Pink=think Green=good)
- **Longer pieces of writing:** Use of pink and green to indicate whole class and individual targets and complete whole class feedback sheet
- Peer assessment and self-assessment to be used where appropriate
- Use of purple for editing and improving and to be used to correct any 'marvellous mistakes' highlighted in pink
- VF letters to be used when verbal feedback is given

Maths:

- Pink and green highlighters (Pink=think Green=good)
- Self-marking in purple pen
- VF to indicate verbal feedback
- 'Marvellous mistakes' which have been highlighted in pink and to be corrected in purple pen. Corrections to then be highlighted in green if correct or pink if still incorrect.
- Whole class feedback sheet to be completed at end of unit/end of lessons where appropriate e.g. if large number of children are lacking understanding
- Evidence of pre-teach/consolidation may be added to Singapore Maths books e.g. photographs, photocopy of whiteboard work

Foundation Subjects:

- Complete whole class feedback sheet (when appropriate)
- WALT to be linked to subject specific learning intention
- Identify any basic skill errors e.g. capital letters, common exception words, number formation and children to make improvements using purple pen (this to be evidenced on whole class feedback sheet)



## Early Years

- **Verbal feedback** – adults interact with the children and engage in discussions about their ideas and learning throughout the day.
- **Observations** – adults document children’s learning through narrative observations. This could be a short observation, capturing a comment or a moment of learning or a long observation. Generally the adult will have observed and interacted with the child and then followed their learning. Photographs are often taken so that children can reflect on their own learning independently. Opportunities are sought to complete observations with children, this allows for the modelling of writing. Maths and Literacy learning observations are duplicated and a copy is placed in the children’s learning journeys and their portfolios.
- **Children’s independent written work** – adults to mark with the child and use the code **IP** to indicate Independent Provision learning.
- **Adult focused activities** - Learning stories and children’s own work that they complete in an adult focused activity must be marked with the codes **FS** (supported focus task) or **FI** (independent focus)



## Appendix 1



### Practical Guidance on the approach to whole class feedback:

- 1: After longer pieces of writing books are handed in at the end of the lesson and the teacher then analyses each child's work.
- 2: Work is highlighted in pink and green, linking to whole class and personal targets and any parts of work that the teacher would like to share with the class in the following lesson are highlighted in green.
- 3: Books are organised into 3 piles indicating children who need further help, children who understood the concept and those who performed particularly well.
- 4: During the book analysis, the teacher makes notes in their teacher's feedback folder using the template.
- 5: Teachers make notes using this grid to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. At the start of the next lesson or the next whole lesson a 'Feedback Session' takes place and children use purple pen to correct or improve their work.

### What a 'Feedback Session' looks like –

Teachers use the feedback sheet to provide feedback to a class on their previous lesson (this should can take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). The feedback session may have three 'layers' – individual feedback, group feedback and whole class feedback. A typical feedback session would have some of the following features...

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work (which has been highlighted in green) picking out the key features perhaps using the visualiser.
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
6. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc.
7. Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in purple pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.