



Feedback and marking policy

GEORGE STREET PRIMARY SCHOOL
"Where Learning Comes Alive"

Approved by

Head Teacher: Angela Hughes

Last reviewed on: November 2024

Next review due by: December 2027

1.0 Key Principles

Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate, verbal feedback and aim to give this to pupils regularly within lessons. This may be accompanied by annotations or written comments or prompts for the children. We believe effective feedback should be meaningful, manageable and motivating and must be designed to change the pupils' thinking. We recognise that effective feedback is just one form of assessment at George Street. See the assessment policy for further guidance.

2.0 Responsibilities

2.1 The Headteacher/Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

2.2 Teachers will:

1. Provide purposeful feedback that moves the learning forward
2. Make suggestions about actions pupils can take
3. Give recognition and appropriate praise for achievement
4. Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs
5. Respond to individual learning needs and provide opportunities for independent and peer marking for others
6. Use assessment and marking to inform future planning
7. Highlight and identify misconceptions so that they can be addressed in subsequent lessons.

2.3 Support staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher.
- Provide verbal feedback to children to allow their learning to move forward
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.

3. Forms of feedback and marking

We believe all forms of feedback should encourage pupils to become 'reflective' and 'thoughtful' learners who recognise the progress they have made and have a clear understanding of the next steps in their 'learning journey'. We feel that pupils' self-esteem and resilience will develop through positive yet challenging feedback which is delivered in a consistent and age appropriate way throughout the school. Through evidence provided by the Education Endowment Foundation (EFF) at George Street we will, whenever possible, mark in the presence of the child to allow for individualised feedback. However at times, some work will be marked after the lesson or at the beginning of the next one.

Feedback can be given in one of the following ways:

Verbal Feedback

This means discussion about the learning with the child at the point of teaching. It is the most valuable form of feedback for **all** our children (regardless of age or ability) as it is immediate, focused and personal. It can address any misconceptions in the lesson and allows a child's learning to move forward. Instant verbal feedback boosts learning by providing an explanation after retrieval that indicates whether a student was correct or incorrect, which increases students' metacognition or understanding about their own learning progress.

Peer feedback/editing

Peer feedback is a valuable tool used at George Street School and is a skill that the children need to be taught. Through peer feedback and editing, children will develop self-regulation and develop some metacognition strategies. Teachers will provide support for pupils in their classes to structure their feedback through the use of strategies such as: showing work in the visualiser and modelling how to structure feedback, mini-plenaries, speaking frames, success criteria and checklists.

Written Feedback

Teachers may provide pupils with written feedback after the lesson, to action at the start of the next one or at a timetabled part of the day (eg: early-morning work). They may ask pupils' questions about their work, suggest improvements or further challenge them. Pupils must be given time to read and respond as appropriate

Acknowledgement Marking

80% of written work should be acknowledged by a tick or VF at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – eg great story, super handwriting, and excellent effort or use a smiley face symbol.

Feedback and marking should impact on learning and progress. It should not be seen as an administrative task which places undue pressures on the work/life balance of staff.

Colours used

Teachers will use pink and green ('tickled pink' and 'green for growth') pens as it is seen as an important part of helping to structure peer feedback for some children.

When pupils are proof reading, editing and improving their work, they will use a blue editing pen to make effective changes.

All comments made by staff are expected to be written in a neat legible handwriting style, modelling the schools adopted cursive style.

Marking against the Assess, Plan, Do and Review



When marking the books of children who have a special educational needs, teachers will ensure that books are marked in accordance with our marking and feedback policy as well as against the child’s target in their purple folders (Assess, Plan, Do, Review targets). This will be marked clearly at the top of their work in pink pen.



Marking and feedback at foundation stage

Feedback is given to the child verbally. Each child has a Learning Journal, a Literacy book and a Maths book. Teachers will use the school marking code (VF) to show they have spoken to that child about their learning. Learning intentions and success criteria’s are used in reception and nursery. Teachers and EYPs highlight the success criteria (See codes and example below).

Marking Code and Symbols

Teachers have agreed the following codes to be used when annotating pupils’ work. Pupils will be familiar with these and will understand what they need to do when they see them in their work.

What is used in books	Meaning
VF – and a comment e.g. full stops	A discussion was had with the pupil and verbal feedback was given. A comment as to what was discussed should be written briefly most of the time.
Group (Initials)	Shows work was completed in a guided group and the adult they worked with
sp	There is a spelling mistake somewhere on line. Sp with a number next to it may also be used, showing the number of spelling corrections needed in a section.
	New paragraph needed
^	A word is missing and needs adding in
.	A dots on the line- highlights that something needs fixing but not what
 - and a comment to indicate what the pupil has achieved.	Indicate they have achieved their learning intentions – double tick next to evidence to show this. A comment to show what the pupil has done well should be written briefly most of the time.

	Indicates praise for any other relevant learning and may be seen throughout a piece of work.
	Independent work

Reception – Marking highlighting example for Adult Led activities

Initials are written to indicate which adult is leading the activity

WB 30.11.2020

LI: To accurately spell CVC words

Success Criteria:

- Give meaning to marks drawn or written
- Form recognisable letters
- Accurately identify sounds in words
- Accurately write identified sounds with letters

Adult Initials:

Highlight **pink** to show the learning steps/skills the child has **achieved**

Highlight **green** to show the learning steps/skills the child has **not yet fully achieved**

Reception also follow 'VF' in their adult led activities in the same way as the rest of the school.