



## Shinfield St Mary's C of E Junior School

### Feedback and Marking Policy

#### Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Love is Patient  
Love is Kind  
Love is Honest  
It trusts, hopes, perseveres and protects.

#### Document History:

Version	Issue Date	Comments
1.0	November 2012	
2.0	November 2014	
	November 2016	
3.0	January 2018	Changes made to most sections, reflecting improved and focused practice.
	January 2019	No changes made as complete review and rewrite required.
4.0	June 2019	Significant changes made according to the changes to the feedback processes and learning ethos.
5.0	October 2020	Mission statement and references to Google classroom etc. with particular reference to changes in practice due to the covid19 pandemic. Change to the title reflects this
6.0	January 2023	Vision and Changes made to most sections, reflecting improved and focused practice.
7.0	March 2024	Addition of Marking during the writing process
8.0	June 2025	

Next Review January 2027

## Purpose

The purpose of this policy is to clarify how teachers mark children's work and provide feedback, and to clarify the ways in which children across the school take responsibility for their learning through the feedback process, taking into account their levels of independence. All members of staff are expected to be familiar with the policy and to apply it consistently so that all children are able to reach their full potential in line with the vision of our school.

## Aims

To ensure that feedback

- is meaningful.
- is manageable and does not impact negatively on the wellbeing of our teaching staff.
- motivates the children to do well.

## Why

Constructive, focused feedback provides guidance for children to reach their next steps of learning and so drives progress. Responding to feedback and providing it to others encourages children to grow as reflective learners. As the children progress through the school and their levels of independence increase, they will develop a critical eye that will be useful to them throughout their education.

## Principles

Marking and feedback should:

- be manageable for teachers and timely for children, enabling them to respond immediately either directly, or through improvement;
- be accessible to children and understood by all;
- relate to the learning and/or skills focus;
- be seen by children as a positive approach to improving their learning;
- be consistent across the school
- inform future planning of learning by the teacher;
- involve all adults working with the children in the classroom;
- engage and motivate the pupils to improve

## Forms of Feedback

Not all work is marked: we recognise the importance of a variety of different methods of feedback to be purposeful in different contexts. Teachers will use their professional judgement in choosing the most effective and appropriate form of feedback to move on learning. Teacher feedback is given in green pen.

Written feedback can include:

- Highlighting an area or task or for children to edit
- LO's written and then ticked when achieved
- Ticks on a success criteria
- Recognition and praise for achievement through house points, stickers or stamps
- A modelled answer to address misconceptions
- Independent writing can have a more in-depth mark- group next steps can be given from class trends
- TA feedback
- Notes from 1:1 teacher conferencing
- Group teacher conferencing

Verbal feedback:

- Verbal feedback should be linked to the learning objective
- Whole class verbal feedback can be given on a whole class target
- In the moment live verbal feedback will be given when children read their work aloud.
- Audio / video feedback can be given

### Self and peer marking

Children are encouraged to self/peer evaluate by identifying successes and looking for an improvement point. Self and peer marking is taught and modelled.

Children's marking and feedback in blue pen- this can include:

- Group feedback from verbal feedback
- Peer marking
- Marking in whole class discussions
- Marking from prepared answers
- Choose, swap, choose children editing
- Modelled group marking using a visualiser/ prepared pieces of work
- Worked examples from prepared texts to guide children's editing
- Children writing their verbal feedback after discussion
- Children choose their next step after editing from multiple choice next steps.

### Spelling, Punctuation and Grammar

Feedback should focus on the learning objective and be motivating so there is no intention to correct every spelling mistake or grammatical error. These areas will be noted by the teacher and planned for in future lessons.

Children's next steps for their writing is based on the 3 S':

S- Spelling

S- Sentences (sense, cohesion, missed out words and punctuation)

S- Sparkle (improvements, vocabulary, deepen the moment, add features of writing)

When children complete independent writing after the editing process, teachers will make their final judgement at the bottom of their piece in code.

B= Below

WT= Working Towards

EXP/AT = Expected, working At

GDS= Greater Depth Standard

#### Monitoring

The Senior Leadership Team and subject leaders will talk to children about their work and carry out 'Book looks' as part of their monitoring. Inconsistencies from this policy will be included in the feedback to class teachers.