



Inspiring All to Excellence



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Academy

Feedback and Marking Policy

Document Control

Policy Title	Feedback and Marking
Effective Date	Spring 2022
Review Date	Spring 2023
Policy Owner	SLT
Policy Approver	LGB

Version Control

Version	Date	Amended by	Comments
3	Spring 2021	SLT following consultation with staff	New format/some parts amalgamated
4	Spring 2022	M.Powell	Dojo points (DP) replaced by Marvellous Me (MM)
5	Spring 2023	M.Powell	

Section	Changes Made
All marking	Every week – changed to end of every two-week unit (English)
All marking	Checklists - Generic (teacher)/genre specific (child)
Marking symbols	EYFS/Year 1 letters ticked - removed
Marking symbols	DP (Dojo points) added
Marking symbols	DP replaced by MM (Marvellous Me)
All marking	Spr 23: removal of Foundation Subjects (replaced with wider subjects)

Aim

At Glascote Academy we aim to provide timely, clear, meaningful and effective feedback to further children's learning, albeit verbal or written (marking). Feedback should "be kind, be specific and be helpful"; furthermore, it should empower children to take responsibility for improving their own work – the child should be doing the thinking, aided or prompted by the adult. All marking symbols are clearly visible within each classroom for use by all staff and pupils.

All Marking (mobile during the lesson or marked after the lesson)

- Staff mark with a green pen
- Pupils mark using a coloured pencil and make changes with purple pen.
- Teachers will use the cursive style of writing
- Symbols to be used (see table)
- Staff to intervene during the lesson to offer instant feedback (verbal or written) for all English, Maths and wider subjects
- Staff to check books after every lesson for gaps in marking and to identify who needs further support and/or challenge. This is where 'Pink for Think' should be used developmentally or for corrections. This will be addressed, by the child, at the beginning of the next lesson with purple pen. Staff check the corrections and sign.
- It should be evident that a child is being given instant feedback on a number of occasions throughout the week.
- Planned opportunities for peer and self-assessment should be evident where appropriate and noted on planning.
- If the pupil has achieved the learning objective *fully without any corrections needed*, then a green block by the L.O means Green to Go (this needs to be in line with year group/ability expectations). Examples of how the objective has been met needs to be highlighted in green.
- Spellings, including subject specific vocabulary, related to pupil's ability are corrected (see attached symbols sheet).
- Common mis-spelt words should be written three times by the child.
- Reversal of numbers or letters is corrected using the appropriate symbol and the pupil then practices by writing out correctly three times.
- Punctuation errors are corrected using the appropriate symbols – where possible, this is to be done during lessons (see attached symbol sheet).
- Mini plenaries should be used to address common misconceptions.
- A "Big Write" as an extended piece of writing, should take place at the end of every two-week unit (English), ideally Friday.
 - A checklist (differentiated) is to be given to every child, that hosts genre specific skills (provided by teacher) and personal skills (provided by the child to determine their knowledge NB: Younger children/Lower ability children may need support with this).
 - Staff should read through and thoroughly mark each Big Write and highlight the skills achieved that are on the checklist (NB: highlight an example in the child's text and the corresponding bullet point on the checklist). Staff can also intervene during the lessons with instant feedback.

MARKING SYMBOLS

ENGLISH (and all writing in other curriculum areas)		
In margin	Meaning	
✓	Good point/expression correct/correct	
✓✓	Very good point/expression correct	
VF	Verbal Feedback during lesson	
G	we <u>am</u> going	Incorrect grammar (underlined)
//	New paragraph	
sp	frie ~~~~~	The correct spelling should be written above the incorrect spelling (Rec/KS1 only)
p	○	Punctuation error/missing capital letters
?	Meaning not clear/clumsy expression	
1:1	1:1 Support	
MM	"Marvellous Me" point given as reward	
MATHEMATICS (and all mathematical work in other curriculum areas)		
In text	Meaning	
✓	Correct answer	
•	Incorrect – do not erase original answers/calculations	
○	To indicate where the child has gone wrong in a computation to help with correction	
VF ←	Intervention during lesson	
VF →	Moved onto next part of Triple R lesson	
1:1	1:1 Support	
MM	"Marvellous Me" point given as reward	