



Marking & Feedback Procedure

As Jesus is the light of the world, we [shine](#) to show His light and love."

Our mission at St Nicholas Church of England Primary Academy, with Jesus' promise of 'life in all its fullness' at its heart, is to develop a community of joyful people with enquiring minds; to develop people with a spirit of curiosity, respect for themselves, others and the environment; to develop people who are honest, kind and hopeful agents of change, so that they will have the skills and resilience to thrive in a rapidly changing world.

The Bible verse that sets our vision in its Christian context comes from:

Matthew 5:14-16 (NIV):

14 "You are the light of the world. A town built on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

It is this flourishing in the love, light and grace of God that will enable our community to be wise, hopeful and live well together with dignity and respect in God's world. Our mission is to create thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

Our work and vision are based on five core values of:

- Integrity
- Hope
- Unity
- Love
- Curiosity

Purpose

The purpose of this procedure is to make explicit how staff will mark and provide useful feedback on children's work. We believe that marking and feedback should be accessible to the children whilst being manageable for the staff. Sharing feedback is regarded as a **two-way activity** and we aim to encourage dialogue (written or verbal) for children's learning to be developed. It is important that all staff are familiar with the procedure and that it is applied consistently across our Academy.

Feedback will:

- take place at the earliest opportunity, particularly if the next step builds on what has been taught
- provide clear, specific, age-related feedback to the children, relating to the learning objective, curricular targets and/ or success criteria
- praise achievement but also provide clear advice and strategies for improvement/ next steps for learning; so that children understand their achievements and know what to do next in order to progress
- inform future planning and group/ individual target setting
- be consistent across the Academy
- allow specific time for children to read, reflect and respond to the marking, acting on improvements and next steps
- Often be verbal because it takes place during 'real time' through 'live marking'

Marking symbols that we use at St Nicholas CE Primary Academy:

I = Independent work

S = Shared/ Guided/ Supported work

Paired = Paired work

A = Absent

VF = Verbal feedback given (don't forget to comment or annotate, especially in KS1)

E = Equipment/ manipulatives have been used to support the LO being achieved

.C = Correction needed

? = Does this make sense? What do you mean here?

^ = Missing word

✓ = Correct

G = Grammar error (written in the margin at the side of the line with the error)

P = Punctuation error (written in the margin at the side of the line with the error)

sp = Spelling mistake (written in the margin at the side of the line with the error)



= Learning Objective achieved/ positive comments/ I like ...



= Learning Objective not achieved



= Learning Objective partly achieved



= Next steps/ improvement suggestion

How will marking and feedback happen?

- Feedback will need to be given in a variety of different ways depending on the type of learning taking place, the age of the child and individual child's needs.
- Learning in books will be marked where necessary however, spelling, punctuation and grammar is our foremost focus, therefore where SPaG errors have been made, there is an expectation that these are always addressed by the adult, regardless of the curriculum area.
- The use of 'VF' as part of our adaptive teaching toolkit will show impact after it has been annotated in the margin.
- Where appropriate, children will be given the opportunity to assess their own and others' work and provide feedback to one another through peer & self-assessment.

Written Feedback

For writing tasks that the children complete, emphasis in marking will be focused on the success criteria and against the learning objective. It will identify successes within a piece of work and will offer next steps to encourage further progress. Adults will identify successes in the margin on the line where the word or phrase is written and will write a short word to explain what the success is.

E.g.  conjunction

 Next steps will be identified with a staircase at the end of the piece of writing or within the margin against where improvement is needed.

Secretarial features that are not part of the learning objective e.g. punctuation, spelling, grammar should be commented on as necessary, and noted for future teaching points, but will not dominate the marking unless they do in-fact, form part of the learning objective.

Likewise, good presentation is expected and may be commented on after the learning objective and next steps for learning have been addressed. (See appendix - Handwriting and Presentation guidelines)

Where a large amount of adult input has been given in the lesson the work will be ticked and/ or initialled and the use of 'S', for supported/shared/scaffolded, will be identified clearly next to the date and work.

A 'VF' will be used in order to identify the discussion had between the adult and child with a brief comment e.g. presentation or discussed conjunctions, to show the adaptations made for the learner to succeed.

Maths work will be marked using ticks to show when work is correct (this may be peer, self or adult marked). Where a misconception is made the symbol .C will be used to indicate that a correction needs to be made in the time given for the child to reflect on that piece of work. Next steps for learning will be suggested – these may form a series of extended questions, or questions to provide opportunity for reinforcement of the learning intention – they will usually be problem solving or reasoning based next steps.

Written feedback will:

- be written in green by class teachers and teaching assistants
- be marked in pink by supply teachers
- make use of the marking symbols agreed by the Academy
- offer examples and suggestions of what next steps and improvements could look like to assist the child with their progress and improvements
- act as a model for the academy's expectations in presentation, handwriting and letter formation

Verbal feedback

At St Nicholas CE Primary Academy, we recognise the importance of children receiving regular oral feedback. Children of all ages need verbal feedback but this is particularly effective in the Early Years and KS1 where children may be unable to read written comments. The adult will initially talk to the child about how they have met the learning objective and the success criteria and then discuss a specific part of the work with them, asking questions to probe for depth and breadth of understanding. This may be to correct a child's understanding or to extend their learning. When verbal feedback has been given, as previously stated, the work will be annotated with 'VF', in addition to any written feedback that is given either at the time of the discussion or after the lesson. Adults should use this opportunity to record any comments the child has made about their learning particularly with reference to next steps or improvements that they feel they could make. When 'VF' is used it should be supported by a brief comment or annotation.

Peer Assessment: Self-marking/ paired marking

In all year groups, when possible, children will be given the opportunity to self/ peer mark their work against the learning objective and the success criteria. ***For this to be effective, teachers will model the marking process at regular intervals*** and support this with written prompts and checklists for success criteria which will be referred to when marking. Adults will remind children of the symbols that are used throughout the Academy. (Marking symbols should be available in every classroom)

For children in KS2, where an improvement is to be made, this will be identified using a post-it note, and discussion will be had with their peers about where corrections need to be take place. Children will self/ peer mark using a pink pencil crayon.

Where a child has peer assessed work, they must follow the same marking guidance for identifying successes and next steps **but comments will not be written in books**, these can be made on post-it notes for their peers to read and then they can be removed from their books if necessary.

Reflection time and Follow up

Children will be given time (usually at the beginning of the next related lesson after the teacher has marked the work or during morning registration time) to read the feedback that has been given and to make their response and improvement. In KS1, teachers need to provide a similar opportunity for discussion of work, sharing comments and making note of children's responses.

Adults must always acknowledge/ respond to children's improvements at the next available opportunity.

Appendix:

Expectations of Presentation

General:

- all books to be named and labelled correctly by the class teacher using the St Nicholas CE Primary Academy standardised printed book label
- children's names to be typed in full on each of their book labels
- no defacing to be seen on either the inside or front of books
- adults to be aware of their own handwriting and presentation when marking, following the Academy's use of cursive script

In books:

- all work must include a date and learning objective. If the children cannot date work then the teacher should do so (the full date is to be written in ALL subjects except for maths where the short date must be used)
- illustrations should be made in pencil
- printed writing should be used to label diagrams, maps, etc
- all labelling should be horizontal and a ruler used for any lines drawn
- pencils should be used in maths books
- felt tip pens should not be used in children's books
- erasers should be used sparingly and sensibly – children should be trained in their use, instead a line drawn using a ruler should be put through any mistakes that are made
- Tippex should not be used in Academy

When displaying work:

- all children's work on display should be presented with pride and respect, shown value and celebrated as an achievement/ lighthouse for others to follow.