



Girton Glebe Marking and Feedback Policy

Policy name:	Marking and Feedback
Approved Date:	September 2024
Review Date:	September 2028

1. Rationale

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

2. Background

Marking is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Effective marking should:

- Identify achievements and the next steps in their learning.
- Relate to learning objectives and success criteria for each lesson.
- Give children specific praise for the success of their work, showing it is valued.
- Give children clear strategies, or Next Steps on how they can improve their work through corrections, consolidation and challenge.
- Be read by pupils and time should be given for them to improve their work.
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Show consistent codes and procedures throughout the school.
- Provide a tool for teacher assessment.
- Help parents to understand the strengths and areas to develop in their children's work.

3. Monitoring

Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking.

4. Marking and Feedback

At Girton Glebe, we believe that the process of marking and offering incisive feedback should be provided both in the moment and through some pieces of work being quality marked.

Teachers are to mark in purple pen, Teaching Assistants in black pen and supply teachers in blue pen.

4.a. In the Moment Marking

In the moment marking allows a dialogue to take place between teacher/teaching assistant and child, ideally while the learning is still being completed. This marking within the lesson is used to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and inquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.

Where a teacher, or teaching assistant has provided 'in the moment marking', they will annotate this area of the work with a 'T' to show that adult and child have talked about it.

4.b. Quality Marking

Every piece of work in a child's writing book will be quality marked.

This will involve:

- Reading the entire piece of work.
- Assessing the work against the learning objective and the success criteria
- Making positive comments about some elements of the work
- Finding between 1-2 areas for improvement.

4.c. Marking in different subjects

Maths:

- Every piece of work in their book needs to be marked. This can be done through whole class marking, where children share their answers and discuss their approach to each problem.
- Next Steps are given to correct, consolidate and challenge (see Appendix 1 for examples). Next Steps are given 2-3 times a week.
- Mark the LO: N/A (not achieved), one tick (achieved), or two ticks (achieved and did really well) (see Appendix 2)

English:

- Draft book
 - In the moment marking: provide clear annotations of moving on comments discussed, achievements and any comments made by the children that relate to the LO and Success Criteria.
- Writing book (see appendix 3 for examples)
 - underline and mark incorrect spellings with SP and mark missing or incorrect punctuation with P.
 - Highlight anything that has been accomplished well that links to the success criteria or that is particularly powerful.
 - Put in the margin a code where the children have met end of year expectations (e.g. RC can stand for 'relative clause').
 - Put a heart or star next to any bits of writing that you like and write what it is that you like (e.g. great relative clause)
 - Next Steps for correction, consolidation and challenge. Next Steps are given for every piece of work.
 - LO to be annotated as in maths.
 - If you use a success criteria box, make sure there are no more than 3. (See appendix 4).

IB book:

- All subjects in the IB book to be marked like the English Draft book (in the moment marking) or marking will take place with the whole class sharing answers and marking together.
- Make sure the children write the first letter of the subject that is being taught next to the LO. E.g. for a Geography lesson it would look like this: LO: to use map coordinates G

Children's response to the comments

- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be expected to respond to the written feedback, either by correcting mistake in a green pen or by writing a reply.

EYFS:

- Marking in EYFS is done 'in the moment' with the children during guided sessions. This is mostly through verbal feedback.
- Written feedback will be introduced when the children are ready.
- Once a week, written feedback will take the form as 'two stars and a wish'.
- Children are encouraged to make their amendments at the time of feedback and this is done in pencil.

4.d Marking codes

By Learning objective:

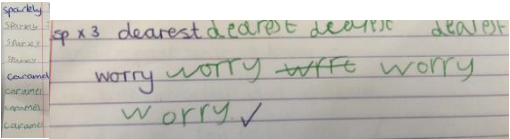
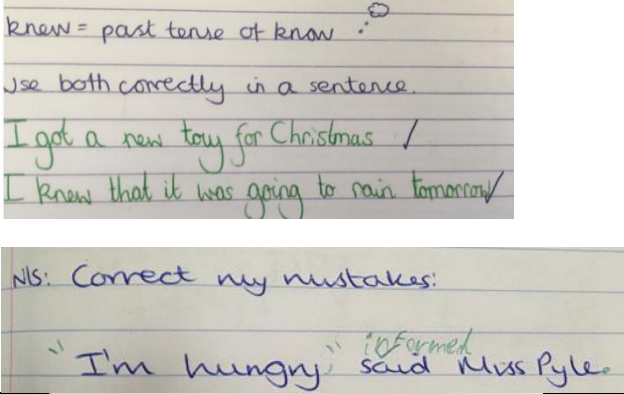
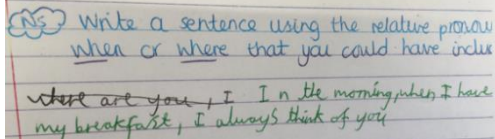
GG	Guided Group
TAGG	Teaching Assistant Guided Group
I	Independent work
S	Some support
ST	Supply Teacher

Appendix 1: Next Step examples for Maths and Writing

Effective use of Marking and Next Steps

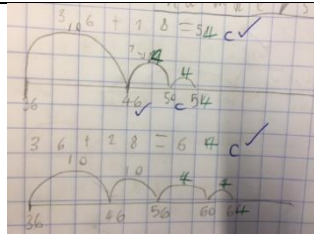
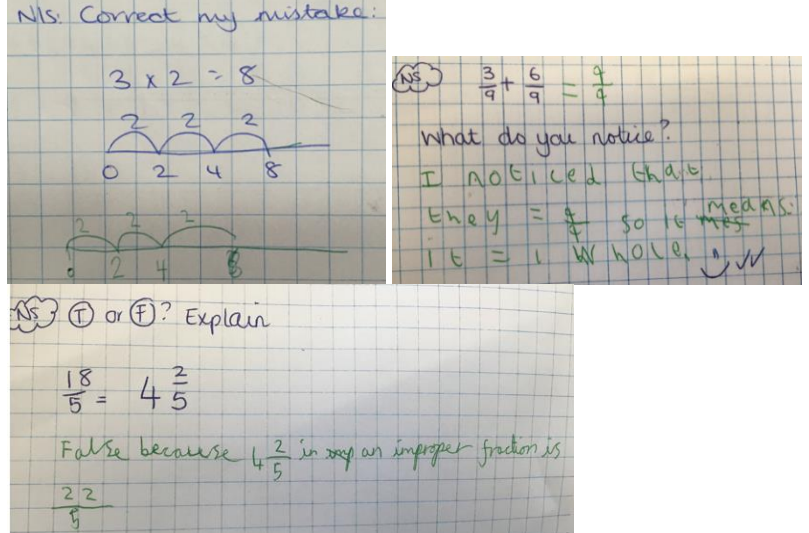
- Marking needs to be a mixture of corrections and next steps.
- Next steps (N/S) are used for consolidation and challenge.
- Tick the LO if LO met
- Children must respond to marking in green pen
- *Where the LO has clearly not been met, an intervention or more support may be needed.*

English Books

Purpose of marking	N/S questions/ phrases to use	Good examples
Correct	<ul style="list-style-type: none"> • Missing punctuation (marked with a p in the margin) • Spellings (marked with sp and corrected, or underlined and not corrected): fix/ copy correct spellings 3x 	
Consolidate <ul style="list-style-type: none"> • Focus on the LO and link the N/S to this (where ____ is this will be the skill the children are learning to use). 	<ul style="list-style-type: none"> • Add three more _____. • Change your verbs so that they are all in the simple past tense. • Write 3 synonyms for _____. • Underline the _____. • Homophones: what is the difference between knew and new / their and there / to and too? Fix your mistake. • "London" and "John" need a capital letter because they are examples of...? • Explain why you need an apostrophe in the word "it's" in the highlighted sentence. • Correct my mistakes (show bad example to edit). • The rule is... 	
Challenge	<ul style="list-style-type: none"> • Improve the phrase ____ by adding _____ • Use a _____ to describe _____ (make this different to task) • Write a sentences with an embedded clause. • Why have you chosen the adjective/adverb/fronted adverbial...? What impact does this have on the reader? 	



Maths Books

Purpose of marking	N/S questions/ phrases to use	Good examples
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<p>Correct</p>	<ul style="list-style-type: none"> Children to correct any questions marked with 'C' 	
<p>Consolidate</p> <ul style="list-style-type: none"> Give more examples of the same problems. 	<ul style="list-style-type: none"> Now try independently: (examples) Show _____ as a bar model/ image. Write a word problem for e.g. 3×4. If ... is the answer, what could the question have been? 	<p>N/S: Write a word problem for $12 \div 4$</p> <p>MARTIN HAS 12 STICKERS. SHE SHARES THEM EQUALLY BETWEEN 4 CHILDREN. HOW MANY DOES EACH PERSON GET?</p>
<p>Challenge</p>	<ul style="list-style-type: none"> Missing number problems ($4 + __ + __ = __ \times 4$) Solve _____ in a different way. Which was more efficient? Why? Are you sure? Prove that you are correct here. Explain how you know _____. True or False? Explain. Spot, explain and correct my mistake. Is this the only possible answer? What do you notice? <ul style="list-style-type: none"> Use some of the questions from Power Maths (Reflect) that the child has not completed as their N/S to challenge them. 	<p>N/S: Correct my mistake:</p> <p>$3 \times 2 = 8$</p> 

Appendix 2: What My Marking Means poster

KS1

WHAT DOES MY MARKING MEAN?	
LO:N/A	I HAVE NOT ACHIEVED THE LEARNING OBJECTIVE
LO:✓	I HAVE ACHIEVED THE LEARNING OBJECTIVE
LO:✓✓	I HAVE ACHIEVED MY LEARNING OBJECTIVE REALLY WELL
T	MY TEACHER AND I TALKED ABOUT THIS BIT
SP	CHECK THIS SPELLING. WRITE IT OUT 3 TIMES
Aa	CHECK AND CORRECT YOUR CAPITAL LETTERS
P	CHECK AND CORRECT YOUR PUNCTUATION
	CHECK THIS OVER. ADD WHAT IS MISSING
	MY TEACHER REALLY LIKES THIS!
N/S	NEXT STEP: CORRECT, CONSOLIDATE, CHALLENGE

KS2

WHAT DOES MY MARKING MEAN?	
LO:N/A	I HAVE NOT ACHIEVED THE LEARNING OBJECTIVE
LO:✓	I HAVE ACHIEVED THE LEARNING OBJECTIVE
LO:✓✓	I HAVE ACHIEVED MY LEARNING OBJECTIVE REALLY WELL
T	MY TEACHER AND I TALKED ABOUT THIS BIT
SP	CHECK THIS SPELLING. WRITE IT OUT 3 TIMES
CL	CHECK AND CORRECT YOUR CAPITAL LETTERS
P	CHECK AND CORRECT YOUR PUNCTUATION
	CHECK THIS OVER. ADD WHAT IS MISSING
	MY TEACHER REALLY LIKES THIS!
N/S	NEXT STEP: CORRECT, CONSOLIDATE, CHALLENGE

Appendix 3: Writing book marked examples

Except for one boy. One curious boy...

* because it is dramatic and different to others

* because I made it and I'm really proud of it

5 dots

Use of dialogue to portray character

figurative language

♥♥♥ This is an incredibly mature & clever narrative!

NS it's = it is.

its = belongs to it.

Phoebe

Morely adjectives

The scruffy, weather-beaten house, with its damp, rickety walls, stuck out like black in white in the row of neat, perfect homes. Inside was as imperfect as the man that lived there, leaving far too many faults and loose screws to count. Fumbling in the dark, Maggie (a grumpy twelve-year-old girl) tripped over one of the many jaunty tiles.

"Ugh, dad, would you at least try with this thing of a home!" she spat out.

Figurative language

The shelves above her head, which were empty apart from the cobwebs and spiders but were also as noisy as the thunder outside, creaked at the sudden outburst. She moved on angrily, slowly making her way through the cobwebs and peeling wallpaper. Rain drops the size of golf balls pounded onto the dilapidated, run-down building, while Maggie stumbled through the narrow, crooked doorway that led into a sad, sparse living room. All over the cramped area, planks of wood and shredded sheets of wallpaper smothered the floor; the only clearance was the old-fashioned mahogany sofa, which sat in the middle of the room. Her misty, brown eyes rolled at the sight of the old, torn sofa; her topsy-turvy father had inherited the thing along with the sad, run-down house she now lives in.

carefully chosen verbs

She cautiously made her way over the wooden scraps and paper attempting to reach the other side of the room until her big, leather boots caught on one of the planks and tumbled aimlessly into the wall. Maggie staggered onto the floor just as she did every day and grumbled loudly hoping her father would one day come back to humanity and help with the completely helpless home (if it could even be called that).

NS subjunctive form

"If I were you, how I'd leave now and collapse before you're left behind!"

Kazie

hyph In the darkest, deepest depths of the scorching ^{sp} Texas forest, a young, 15-year-old girl named Kazie Applewood calmly blew a strand calmly blew a strand of cascading wire-red hair out of her pale face while stepping further and further away from the safety of her group, calling frantically for her to come back. She took off her camp badge, chucking it into the darkness of the forest. "Shut up," she muttered, stuffing her long, thin mouse Squeak - who was trying to warn her of danger - into the depths of her pockets.

hyph RC

" "

-RC-

1

She didn't care. She travelled on. She was tired of everyone telling her what to do, to be safe. Her fierce grey eyes scanned the center of the woods, remote and away from the rest of her group. There was a nice, neat circle there, perfectly mowed by some anonymous person. She flopped down onto the red-hot grass, feeling its warmth seeping into her body, through her ripped, torn jeans, as rebellious as her personality.

PV

2

hyph

" "

hyph Suddenly, a strange noise echoed out from her black-and-white checkerboard bag. "It's nothing," Kazie mumbled to herself. "It's probably just the wind, or an owl." She wasn't one to be scared. Taking out her paper-stuffed journal, she started writing in it and relaxed herself. She must have imagined it. Or at least she thought so...

Whooosh!

NS sp x3

There it was again, only this time it was about 5 times louder. She put her journal down. No. She couldn't have imagined it. It seemed too realistic.

WHOOOSH HHHHHHHH...

Her mouth went dry. Not knowing what to do, Kazie turned around, grabbed her journal, and stared at her bag, the source of the creepy noise. She should have listened to Squeak. She should have listened to her group. She didn't know whether to open it or not. It still could just be an animal, like an owl. But the noise seemed too loud, even for an owl. Her blood froze. She dared not to open it. **great show not tell, here**

sp

Unnaturally, the bag ripped open. No one knows what was inside even now. The ripped bag is still there, untouched by anyone for months. Kazie was never found. Squeak was found with a petrified look on his face.

PV

3 He knew. **short sentences for effect**

3 dots

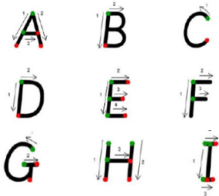




1 I like this phrase because it ~~is~~ there is a comparison that tries to warn her of danger. **Good foreshadowing!**

2 I like this phrase because there is an anonymous character that you don't know about which makes it mysterious.


3 I like this phrase because there is a character that knows but the reader doesn't know what happens so they want to find out his story.

Appendix 4: Success Criteria

KS1:

Date:				
Writing type:				
I	S	GG	TAGG	
Capital letters 	Finger spaces 	Best handwriting 	Full stops 	It makes sense 

KS2:

 Thursday 29 th - Friday 30 th September 2022				
LO: to use the features of instructions				
I	S	GG		TAGG
Have I...		me		teacher
		Th	F	Th F
Used time conjunctions?				
Used imperative verbs?				
Used adverbs?				