

Review – August 2024

Reviewer – Antonia Harrison

Marking and Feedback Policy Primary

Rationale

Marking and feedback is defined as the routine of giving guidance and reading, checking and monitoring students' work to help them improve their knowledge, understanding and skills. At RGSGQ, we believe 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. For feedback to be effective, it needs to be meaningful, manageable and motivating.

Aims

The policy aims to:

- Provide clear guidelines around marking and feedback
- Provide consistency across the Primary school
- Support the learning experience for all students.

RGSGQ aims to:

- Assign relevant, meaningful and challenging feedback during the lesson
- Provide students with opportunities to apply information they have learnt
- Develop an increased love of learning.

Procedures – Role of staff

- Marking and feedback should be in the moment, where possible, as this has the greatest impact.
- Learning objectives to be highlighted using the colours green (achieved), yellow (some support given/ needs more practise), or orange (not achieved).
- All work should be acknowledged – Tick the work that is correct and dot the work that is incorrect in a green pen.
- Big writes or longer pieces of writing should have a written comment in green pen.
- If the children are making errors due to a misconception, this should be retaught.
- Teachers should be active in the lesson to support children by providing feedback. When this has occurred VF (verbal feedback) should be written in the margin or at the top of the page.
- TAs to mark the work of the children they have been working with and put TA at the top of the page or margin, so it is clear that piece of work has been supported.

- Teachers to annotate their planning based on feedback that has occurred in the lesson, including specific mention of target children, SEN and G&T.
- Lesson plans to be printed and kept in a planning folder.
- EYFS staff should feedback verbally to children / model next steps when playing alongside children ensuring they are interacting not interfering.
- Written work in EYFS should be annotated with CI (child initiated) or AL (adult led)

Procedures – Role of students

Students are expected to:

- Complete classwork to the best of their ability
- Correct work that has been dotted by the teacher
- Make the suggested improvements to their work.
- Self-mark their work using a tick or a dot in a different colour when asked by the teacher.