GRANGE
JUNIOR SCHOOL

Grange Junior School
Feedback & Marking Policy

Rationale:

At Grange Junior School, we believe that marking and feedback is an essential part of planning assessment, teaching and learning. Responding to pupils work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards and ensures the children make progress.

Purpose:

The purposes of our feedback and marking policy are:

- To enable all children to make the best possible progress
- To recognise children's strengths and achievements in a piece of work and celebrate success
- To inform children of the next steps in their learning
- To indicate how a piece of work could be corrected or improved against the Learning Objective /success criteria
- To provide opportunities for children to review their own work and develop skills of self assessment

Principles

In order for all children to make the best possible progress, to develop as independent learners, with an awareness of their own strengths and areas for development, it is essential that:

- They are made aware of the learning objective and success criteria against which the work will be marked/assessed
- The learning needs of individual children are understood and the work is matched and marked appropriately
- Children understand the marking and are given time to respond to the marking

Types of feedback

- Written feedback: a comment where children's successes and areas for improvement against the learning objective are made clear and may ask for a response by the child

- Marking alongside the child: this is the most powerful form of feedback and has the most impact in moving children's understanding on, at the point of learning
- Oral feedback: this is used during focussed/guided group time where the interaction is developmental
- Speech Bubbles: These can be used as a form of communication between teacher and child
- Feedback by peers: this has many benefits with children highlighting each others successes and improvements against the Learning Objective.
- Self-Assessment: where children are provided with the opportunity to reflect upon their own learning

The marking process:

- **Step 1** Provide a clear Learning Objective and Success Criteria for the lesson. A child friendly version of the Learning Objective to be used as a title for the piece of work
- **Step 2** Show success and areas for improvement- Using a green highlighter/pen to highlight/comment on success (Green for Seen), and a pink highlighter/pen to highlight/comment on areas for improvement (Pink for Think)
- **Step 3** Indicate Improvement- an arrow and comment to show precisely where one or two improvements can be made. Eg an arrow may point to the incorrect stage of a calculation or to a place where more suitable adjectives could be used
- **Step 4** Give an improvement suggestion. This may be scaffolded eg providing a mental jotting for the child to complete
- **Step 5.** Making the improvement – give time for children to respond and make the improvement. Acknowledge the improvement

The marking code

In order to establish consistency throughout the school, teachers agree to use the following code for all subjects.

Secretarial features:

__ Incorrect spelling (children will be expected to correct words underlined at the end of the piece of work)

O Punctuation mistakes will be circled where incorrect or omitted

// A new line or paragraph should have started

? Meaning is unclear

~~~ Grammatical errors will be underlined with a wiggly line
~~~

Level of Independence:

T.D Teacher discussion

I Completed independently (little input has been given to show a level of unsupported independence)

TA **LSA assisted work** Supported/worked in a group with a learning support assistant

T **Teacher assisted work** Supported/worked in a group with the class teacher

Marking Codes

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Reviewed: February 2025
Next Review: February 2026
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