

Hartsfield JMI School



Marking and Feedback Policy

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Hartsfield JMI School Marking and Feedback Policy

Purpose of the policy

The purpose of the policy is to make explicit how teachers and support staff mark and provide feedback at Hartsfield. All members of staff are therefore expected to be familiar with the policy and apply it consistently.

Rationale

Marking and giving feedback is a vital form of communication between child and teacher that facilitates children's progress and is '**meaningful, manageable and motivating**'.

Marking and feedback should redirect either the teacher's or the learner's actions to achieve a goal with feedback either verbally or in writing and come from a teacher, teaching assistant or from peers.

Principles

Wherever possible marking/feedback should take place with the child in lessons as verbal feedback or 'over the shoulder' marking. Misconceptions can therefore be quickly corrected and learning redirected/re-targeted during lessons. Opportunities for assessment and feedback should therefore be built into lessons.

For any children finding concepts challenging, 'over the shoulder' marking should be apparent and demonstrate the provision of support, guidance, corrections and/or opportunities of further examples with adult support.

Intervention whether planned, reactionary or to consolidate, should be clearly recorded and identified in the children's book.

Where possible, remote post-lesson marking should be summative for daily assessment and informing planning alterations and should allow the review of in-lesson marking and the children's responsive efforts.

Comments only need to be written when the improvement needed is not self-explanatory during feedback/marking. Any comments made should be appropriate to the age and understanding of the child with time given for the child to read and respond.

Peer marking and editing and self-editing, with directed focus and modelling by the teacher, and marking are acknowledged as good practice throughout the school however marking must be also later reviewed by the teacher. The impact of any marking and feedback must be regularly reviewed to ensure that it is effective in improving outcomes

Marking and feedback should inform future planning and learning activities.

Marking should be written clearly in handwriting that is legible and a model to the child.

Marking should be seen by children as a positive approach to improving their learning.

Presentation Expectations

- All work should be legible and in line with the handwriting policy depending on age and aptitude.

- Learning outcomes should be handwritten and underlined or on stickers depending on age and ability of the child.
- Long dates should be used in English, with all other subjects being the short version (or teacher's choice) and underlined.
- Margins in maths should be introduced as soon as the children are capable of drawing one (two full squares in)

Marking Expectations across the curriculum

- Marking could be 'over the shoulder' (during a lesson) or after the lesson.
- If remote marking is required, it should be completed for maths and English and before the next lesson for other subjects.
- Where intervention/pick up work and support is modelled and recorded in books, it should be clear that adult support has been given e.g. 'worked with Mrs Smith'
- Where children peer or self-mark or edit a purple pen is used. Children need to be trained through modelling with ground rules decided and adhered to.
- Teachers will comment on punctuation, spelling and grammar based on 'age-related' expectations with the additional emphasis on 'key vocabulary' for that subject.
- Absences should be recorded in all relevant books e.g. ' absent' or 'guitar'

English

EYFS

- Teachers should pick up on learning outcomes as they work with the children e.g. spelling EYFS high frequency words correctly according to ability and resilience.
- Correct letter formation should be taught, modelled and embedded from the outset.
- Pupils should be encouraged to identify their own achievements and errors.

KS1

- 'Over the shoulder' marking will catch children 'in the moment'; allow staff to model how to edit and how to use a personal dictionary to check, find and correct unknown spellings.
- Teachers will encourage correct spelling of age-appropriate high frequency words and common exception words by using dictionaries.
- Letter formation and age-appropriate grammar and punctuation inaccuracies will be addressed immediately or in targeted lessons.
- Children will begin to identify their own errors and correct them.

KS2

- 'Over the shoulder' marking will be carried out by Teachers and TAs. This will immediately identify and address any misconceptions, remind the pupils of their targets, model writing, re-engage children, consolidate learning, support targeted children and extend the more-able.
- Marking will include underlining or circling spelling or punctuation errors to direct children's editing in the moment.

- Remote marking will be as above but without the child present. Teachers must ensure time is then given to allow the pupils to read, understand and act on this marking. In Upper KS2 (year 5 and 6) the following marking codes will be used:
 1. Sp – spelling mistake
 2. P – non-specific punctuation error
 3. CL – capital letter
 4. FS – full stop
 5. G – grammar
 6. S/ ? – sense
 7. V – vocab
 8. T- tense
 9. . – a spot in the margin used to denote a mistake in that line that requires correcting
- Presentation should aspire to be in line with the handwriting policy and any issues must be dealt with as early as possible without allowing the pupil to embed errors and bad habits. This may involve a passage being rewritten, a spelling addressed or a particular handwriting join practised.
- Editing skills will be modelled and children will be expected to identify their own age appropriate errors and be given time to correct them.

Maths

EYFS

- Correct number formation and orientation will be taught, modelled and encouraged.
- Children will be encouraged to identify their own errors and achievements.

KS1

- ‘Over the shoulder’ marking will catch children ‘in the moment’, addressing any misconceptions.
- Number formation and presentation will be addressed immediately or in targeted lessons.

KS2

- ‘Over the shoulder’ marking will be carried out in all maths lessons by Teachers and TAs. This will immediately identify and address any misconceptions, re-engage pupils, consolidate learning, support targeted children and extend the more able. Where possible the marking should convey the journey the child has taken through the standalone or sequence of lessons- signposting progress.
- Teachers must ensure time is then given to allow the children to read, understand and act on post lesson marking. Improvements should then be followed up by the teacher. This marking will include:

- ✓ Correct method, recording and/or calculation
- . incorrect method, recording and/or calculation

- Any issues with presentation must be dealt with as early as possible, including using one digit per square and writing digits correctly and clearly, without allowing the pupil to embed errors and bad habits
- Age-appropriate mathematical vocabulary must be spelt correctly.

Science and foundation subjects

- New learning should be the focus in lessons however there should be no difference in the expectation of presentation, effort and achievement in science and foundation subjects as in maths and English.
- Remote marking will be as above but without the child present. Teachers must ensure time is then given to allow the pupils to read, understand and act on this marking.
- Age-appropriate subject-related vocabulary should be available for the children to enable correct spelling.