

Gilded Hollins Community School



Marking and Feedback Policy

Reviewed: Annually

Updated: Spring 2025

This policy has been reviewed with due regard to the Equality Act 2010

GILDED HOLLINS SCHOOL

MARKING AND FEEDBACK POLICY



At Gilded Hollins Community School, we strive to create an environment in which both children and adults feel happy, safe, secure and valued.

Our school aims to provide an education which will increase a child's knowledge, experience and imaginative understanding and, thus, their awareness of moral values and their capacity for enjoyment.

We endeavour to offer a well-balanced curriculum which brings the children into contact with a wide variety of activities and experiences. We aim to ensure development across the curriculum and a logical progression in the acquisition of skills and understanding, increasing both confidence and competence.

Aims of the Policy

Marking and feedback should:

- Be manageable for teachers and accessible to children;
- Provide clear feedback to children;
- Provide clear advice and strategies for improvement and next learning steps;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs: eg marking face to face wherever possible;
- Inform future planning and group target setting;
- Use consistent codes across the school;
- Show children that their work is valued and purposeful;
- Ultimately be seen by children as a positive approach to improve their learning;
- Take place at the earliest opportunity; particularly if the next lesson builds on what has been taught earlier.

How do we mark children's work?

Children's work will be marked in green pen so that it can be clearly seen. Marking will recognise the child as the audience and comments will not be made for the benefit of others. Supply/Student teachers should initial each piece of work that they mark.

Pupils will edit or redraft their work with a purple 'polishing pen'.

Adults may act as scribes for those children who are not yet able to manage to write the title of a piece of work in reasonable time.

Verbal Feedback

We recognise the importance of children receiving regular verbal feedback and this is an integral part of our day-to-day teaching. This is given to correct or extend a child's understanding. Children of all ages are given verbal feedback from time to time, but this is particularly important in the early years and KS1 where children may be unable to read and respond to written comments.

Written Feedback

Work will often be marked when the pupil is not present in relation to the success criteria. Wherever possible, the pupil will be recognised for doing something specifically well and this will be made clear. In order to ensure that marking does not become onerous whilst still allowing teachers to indicate areas for improvement and successes, the following general, over-arching guidelines are followed:

Green ticks are made above positive, correct work that meets the success criteria or is a pertinent learning point for a particular child.

A dot next to an answer indicates that the answer is incorrect.

Misconceptions may be addressed individually and demand a correction; be addressed verbally and explained face to face or addressed during an intervention. Teachers are expected to use their professional judgement to use the most appropriate method to ensure greatest understanding.

Writing

Teachers are not expected to comment in detail upon every piece of written work. Written work will be marked and assessed regularly against our key skills document, pertinent to each year group.

Teachers may highlight in yellow the parts of writing which need improvement.

Where the next lesson builds on what has been taught, pupils will be given a clear next step where appropriate.

Different prompts *may* be used, depending on the ability of the child such as:

- A **reminder** – 'Can you think of a better word than said?' or 'Re-write the yellow sentence so that it makes sense.'
- A **scaffold** – 'How did your character say this? Use an adverb to show the reader,' or 'Re-write the yellow sentence using an adverb.'
- An **example** – Change 'said' to one of these: called, cried, exclaimed.'

Self Marking / Peer Marking / Live Marking

Children are sometimes encouraged to self-mark. The method of, 'Tick or Fix' is employed to ensure that children are fully aware of how to correct their mistakes.






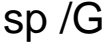



On other occasions, children are asked to mark work in pairs. An agreement is made first to ensure children feel comfortable and trust one another to provide honest and constructive feedback. Again, it is the responsibility of the teacher to ensure that this marking is correct.

Teachers may live mark work where appropriate. This method allows teachers to provide effective feedback on children's work whilst they are still completing it. Children are encouraged to 'fix' any mistakes or misconceptions and teachers are able to respond to pupils' learning and adjust their teaching accordingly.

Monitoring and Review

Marking is monitored through regular book scrutinies and discussion with children about their work. Marking should be consistent across all curriculum subjects with symbols being regularly used by staff and pupils.

Symbols used in marking

	Insert/amend punctuation
	Move here
	Element missing
	
	Gap required between words New line
	New paragraph
	Spelling or grammar mistake. Sp /G in the margin. (between 3 and 5 words)
	Insert word
	Verbal feedback given
	This indicates an activity that has been designed to add additional challenge to the lesson and will be personalised to individual children, groups.

A note will be made if support has been given by an adult