



# **Marking and Feedback Policy**

**Person responsible: Headteacher**

**Date adopted: May 2025**

**Review Date: May 2027**

At Alban City School we believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. 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.

All staff at Alban City School understand the importance of marking and feedback and how it can help children to progress in their learning. Feedback always needs to be purposeful, relevant to the child and achievable for the teacher.

**Aims:**

Effective marking should:

- Relate to the learning objective for each lesson.
- Include feedback to highlight what a child has done well and what they can improve on.
- Give children clear strategies on how they can improve their work.
- Allow specific time for children to read, reflect and respond to the marking and feedback given.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Use the school's agreed codes and procedures.
- Provide a tool for teacher assessment.
- Involve children in the process from an early age and always be considerate of a child's readiness for feedback. Feedback to children will always be appropriate to their developmental stage and not their chronological age.

This policy outlines ways in which teachers will give feedback and what marking will look like in the children's books.

**Basic marking across our school**

- A pink highlighter will be used to signal something the child has done well within a piece of work linked to the learning objective. Staff will underline where a child has been successful in their work
- The LO will be highlighted pink to signal that the child has been successful with that piece of work. It will be highlighted green if the child has not fully met the learning objective.
- A green highlighter will be used to signal something that the child can improve on.
- In maths a tick will be used to clearly signal correct answers and a dot will be used to clearly signal a miscalculation which needs to be calculated again
- S will be written next to the learning objective if the child required support from an adult

## **EYFS**

In Reception staff observe and interact with the children whilst they are playing. They look out for 'teachable moments' which encourage interactions and opportunities for children to further engage in their learning. Some of these interactions with the children will be recorded in each child's learning journey if the learning shows significant progress for that child.

Staff highlight the teaching within each recorded interaction and next steps/feedback are carried out. These are documented within the observation.

Every child will be a focus child 1x per term. Every child has overarching next steps which are shared with the parents.

## **Key Stage 1 (Year 1 and 2)**

### **English**

Teachers will give children verbal feedback during lessons to help children spot mistakes, make corrections, highlight successes and make improvements. Alongside this verbal feedback during lessons, teachers will mark children's books either during the lesson or afterwards.

When marking a child's book, teachers will use simple picture stamps to give children feedback. These stamps quickly signal to the child what they need further practice with. These stamps are for full stops, capital letters, finger spaces, phonics and punctuation.

When marking spelling, teachers will focus on the harder to spell/common exception words within a piece of writing. They will use a fill in the gap approach to helping children recognise which letters they have written correctly and which ones need improvement.

### **Maths**

Teachers will give children verbal feedback during lessons to help spot mistakes, address misconceptions, make corrections, highlight successes and make improvements.

This verbal feedback may lead children to a further challenge to extend their thinking and learning.

### **Other curriculum areas**

Teachers will use "I wonder" questions and extended thinking questions when appropriate to further challenge and deepen a child's understanding of key concepts and knowledge linked to the curriculum content. These questions may be given during the lesson or afterwards and followed up during the next lesson or soft start.

The quality of writing is as important in these curriculum areas as it is in English, so teachers will still use simple picture stamps for full stops, capital letters, finger spaces, phonics and punctuation, and identify spelling errors as above.

Examples of KS1 marking and feedback can be found in Appendix A

## **Key Stage 2 (Years 3-6)**

### **English and Foundation subjects**

Teachers will use the pink highlighter to underline what a child has done well and a green highlighter for what needs improvement. Teachers will give children verbal feedback during lessons to help children spot mistakes, make corrections, highlight successes and make improvements. Alongside this verbal feedback during lessons, teachers will mark children's books either during the lesson or afterwards.

When marking spelling, teachers will focus on the harder to spell/common exception words within a piece of writing. How a child is supported with correcting spelling across KS2 will gradually adapt year on year:

In Year 3 the teacher will put 'sp' above the incorrect word which needs correcting.

In Year 4 the teacher will put 'sp' in the margin line highlighting there is a spelling which needs correcting in that line but the child will need to identify it.

In Year 5 the teacher will use zonal marking for spelling, highlighting a paragraph which has some spelling mistakes.

In Year 6 there will be a focus on the children self-checking their work for spelling.

Years 4, 5 and 6 have spell checkers as a tool for correcting spellings.

In other curriculum areas, teachers will write questions when appropriate which challenge the children's thinking within a subject in relation to key concepts and curriculum knowledge. These questions may be given during the lesson or afterwards and followed up during the next lesson or soft start.

### **Maths**

Teachers will give children verbal feedback during lessons to help spot mistakes, address misconceptions, make corrections, highlight successes and make improvements.

This verbal feedback may lead children to a further challenge to extend their thinking and learning.

In Years 3 and 4, marking will often highlight misconceptions, and these will be addressed during the next lesson or in soft start.

In Year 5 and 6, children may be given next steps to further their learning when it applies, and the children will be given time to complete these during soft start or the next lesson.

Examples of KS2 marking and feedback can be found in Appendix B



On Monday Mrs Grinling packed a Scrambled Lunch in a special basket. She packed a lettuce and tomato sandwich and sent it down the line.



On Tuesday Mrs Grinling tied string at the napkin and ~~and~~ the basket and sent it down the line. It did not work!



On Wednesday Mrs Grinling put Hamish in the basket because he was an accomplished seagull crier. But he just got sick!



On Thursday Mrs Grinling had a jealous plan. She ~~put~~ made a spicy mustard.



Aa

Said with and the seagulls they said, juicy!

~ SSSSSSS

Thursday 23rd February

LO: To problem solve to find a range of possibilities to a given number.

$$4 + 6 + 5 = 15 \checkmark$$

$$5 + 6 + 4 = 15 \checkmark$$

$$6 + 6 + 3 = 15$$

$$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 \checkmark$$

Friday 11<sup>th</sup> November 2022

LO: To create a timeline of events.

①



King James of England

✓



They make a plan  
for all the king's



real

✓



They hid gunpowder

✓



Guy Fawkes <sup>a</sup> resister

✓



they got so they  
went to prison

✓

Monday 5<sup>th</sup> December 2022

LO: To write a story opening, and build up.

The special day was finally here. The golden sun with rays as bright as stars chased off the moon, bringing the Day of the Dead to the land of los Muertos. The copals were lit bringing their amazing scent into Isabella and Adriano's room. The torn curtains swayed when the gentle breeze broke through the cracks in the windows. Brightly coloured dresses and plain shirts had been thrown carelessly into an open cupboard. The new La Catrina album had just been released and the tattered radio was playing it on repeat.

Isabella was pulling an elegant pink dress with flor de muerto on the skirt over her make up covered face. She went over to the mirror to check her dress and make up was perfect, and her hair had been brushed the exact correct amount when she yelled. This deeply hurt Adriano's sensitive ears.

"I've used the wrong shade of jaw gloss," yelped Isabella in horror. "Whatever am I going to do?"

"Stop being such a drama skeleton," reasoned Adriana, while plaiting her waist-length blond hair.

She put on a puffy, pale-green shirt and an ocean-blue mini skirt. Once all the preparation had been done, the twins put on their half heart necklaces and went down to eat a breakfast of dead eggs.

Ten minutes later, Isabella was still ranting about her hair not being acceptable, her earrings being different lengths and that her phone was lost. Meanwhile, Adriana was sitting quietly in front of the door, she hadn't been bothered to get into the next Isabella's next drama.



Wednesday 22nd February 2023

LO: To explore the role of women during World War two.

How did the role of women change throughout World War 2?

Seen as gentle and most of the time unintelligent, women's roles before World War two were extremely different to how they are today. The only jobs that they were allowed to do were ones considered 'women's jobs' and didn't include much responsibility such as nursing, hairdressing or being a shop assistant. Although the unfairness of it, many women liked the idea of bringing up children and doing housework while the men went to work - they also didn't have a complete choice of who they married.

All of this changed when, in 1940, World War two started. Men went to the war to fight, so their jobs were opened up to women, contributing to society in a number of ways, they went from houseworkers to heroines. During this time, they worked as munition workers (making weapons), bus drivers, farmers and ambulance workers.

Despite this, five years later, men came back to their occupying jobs, which women had previously been working in. This caused strikes and uprisings following women being sacked or having their positions lessened. Wanting their efforts to be acknowledged, women worked exceedingly hard making it clear they'd proved themselves as independent and job-worthy as men.

→ Why do you think women wanted to continue to work after the War?

Because they'd got used to being more independent and having more responsibilities - now they realised something had to change.

28/11/22  
To calculate percentages:

# Spot the Mistakes Challenge

$$10\% \text{ of } 360 = 36 \checkmark$$

$$5\% \text{ of } 250 = 50 \checkmark$$

$$35\% \text{ of } 200 = 70 \checkmark$$

$$20\% \text{ of } 360 = 72 \checkmark$$

$$10\% \text{ of } 250 = 25 \checkmark$$

$$53\% \text{ of } 200 = 106 \checkmark$$

$$30\% \text{ of } 360 = 108$$

$$30\% \text{ of } 250 = 75 \checkmark$$

$$97\% \text{ of } 200 = 196$$

$$\begin{array}{r} 17.4 \\ 5.3 \\ 18.5 \\ \hline 46.2 \end{array}$$

$$\begin{array}{r} 36 \\ 3 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 127 \\ 18.5 \\ \hline 45.5 \end{array}$$

$$370 \rightarrow 37 \rightarrow 3.7$$

$$41 \rightarrow 4.1 \rightarrow 0.41$$

$$3 \rightarrow 0.3 \rightarrow 0.03$$

$$187 \rightarrow 0.27$$

$$\downarrow$$

$$\downarrow$$

$$\downarrow$$

$$37 \rightarrow 0.41$$

$$185 \rightarrow 18.5$$

$$205 \rightarrow 2.05$$

$$15 \rightarrow 0.15$$

$$224 \rightarrow 0.68$$

$$\downarrow$$

$$\downarrow$$

$$\downarrow$$

$$370 \rightarrow 18.5$$

$$925$$

$$55.5$$

$$0.75$$

$$55.5$$

$$15\% \text{ of } 370 = 45.5$$

$$15\% \text{ of } 41 = 6.15$$

$$15\% \text{ of } 3 = 0.45 \checkmark$$

$$18.5$$

$$20\% \text{ of } 370 = 74 \checkmark$$

$$20\% \text{ of } 41 = 8.2 \checkmark$$

$$20\% \text{ of } 3 = 0.6 \checkmark$$

$$18.5$$

$$60\% \text{ of } 370 = 222 \checkmark$$

$$60\% \text{ of } 41 = 24.6 \checkmark$$

$$60\% \text{ of } 3 = 1.8 \checkmark$$

$$37$$

$$26\% \text{ of } 370 = 96.2$$

$$26\% \text{ of } 41 = 10.68$$

$$26\% \text{ of } 3 = 0.78 \checkmark$$

$$222$$

$$\begin{array}{r} 8.2 \\ 10.15 \\ 0.41 \\ \hline 10.56 \end{array}$$

$$\begin{array}{r} 0.63 \\ 0.15 \\ 0.78 \end{array}$$

22/12/22

To use algebra in equations.

If  $6A=18$ , then  $A=3$  ✓

If  $20=5F$ , then  $F=4$  ✓

$6n=30$ ,  $n=5$  ✓

$x+9=17$ ,  $x=8$  ✓

$28=y-11$ ,  $y=39$  ✓

$a+6=24$ ,  $a=18$  ✓

Find the value of  $K$ , if  $K=4x$  when  $x$  is 6  
 $K=24$  ✓

Extension →

$4a+12=20$ ,  $a=2$  ✓

$30+2d=52$ ,  $d=11$  - this is extension number 3 ✓

$20-3c=11$ ,  $c=3$  ✓ this is extension number 2

$50-5b=20$ ,  $b=6$  ✓

Mosley → ✓

$50-3b=41$ ,  $b=9$

$21+1b=30$ ,  $b=9$

$5 \times 1b=45$ ,  $b=9$

$3b+18=27$ ,  $b=9$

$1b-4=5$ ,  $b=9$

$36-3b=28$ ,  $b=9$

→  $5x + 7 = 19 + 3x$

$x = 6$

$5 \times 6 = 30$

$30 + 7 = 37$

$3 \times 6 = 18$

$19 + 18 = 37$