

# 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.

#### <u>Maths</u>

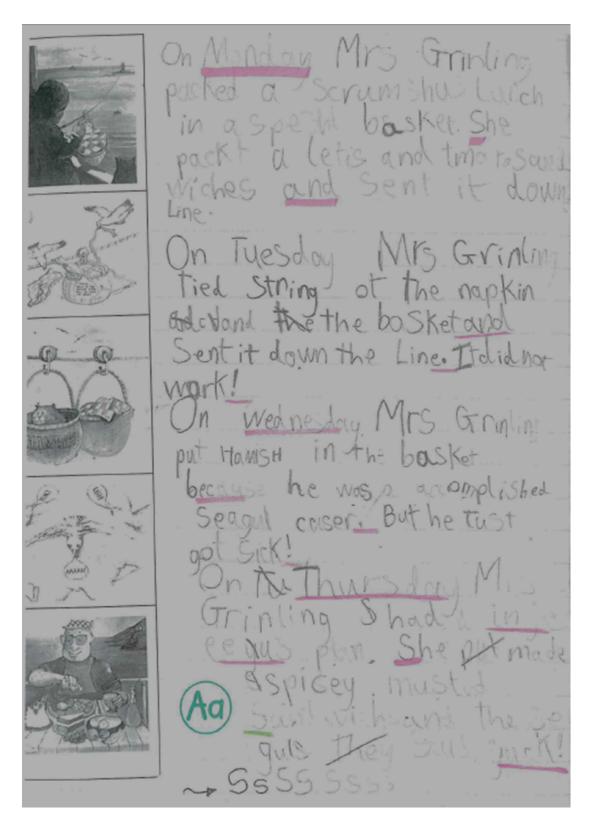
Teachers will give children verbal feedback during lessons to help spot mistakes, address misconceptions, make corrections, highlight successes and make improvements.

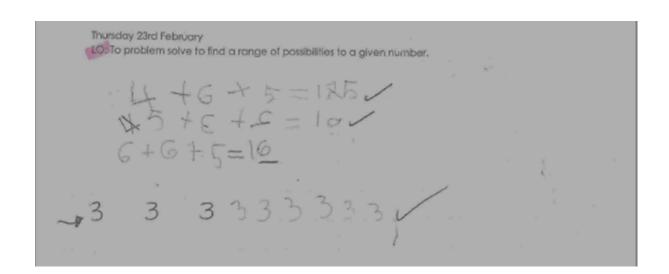
This verbal feedback may lead children to a further challenge to extend their thinking and learning.

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







Monday 5th December 2022 10. To write a story opening, and build up.

The special day was finally here. The golden sun with rews as bright as tel Diade stars chased off the moon, bringing the Day of the Dead to the land of los Murtes the Dead. The copalswere lit bringing their amoving scent into Isabells and Advo Adriana's room. The terriculations swayed when the gentle breeze broke through the cracks in the windows. Brightly coloured dresses and plain shirts had been thrown carelessly into as wide open supboard. The new La Catrina album had just been release doubte tattered radio was playing to on repeat.

Isabella was pulling an elegant pink dress with florder muerto on the skirt pover her make up to verely Jace. She went over to the mirror to check, her dress and make up was perfect, when and her hair had been a brewhed the exact correct amount when she yelled. This deeply hurt of Adriana's senselive cars.

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

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

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

Ten minutes later sabella was still century about ther hair not \* (only a being acceptable, her earings being different lengths and that her millimetre in phone was lost. Meanwhile, Adriana was sitting in yout of the door, difference she hadn't been bothered to get into the next (she) sabellas next drama.

# Wednesday 22nd February 2023.

Maw did the rde of women change throughout librid War 2?

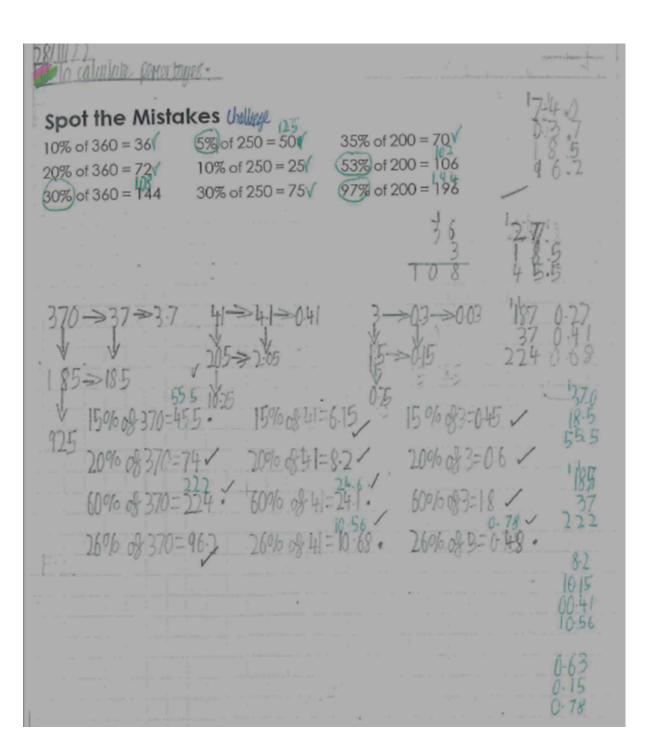
Seen as centle and most of the time unintellegent, women's roles before libered later two were extremely different to how they are today. The only jobs that they were allowed to do were ones considered acmen's jobs? and didn't include much responsibility such as husing, hairdressing or being a stop assistant. Although the unfairness of it, many women liked the idea of briging up children and claim however k while the men went to work they also didn't have a complete choice of who they marrised.

Allof this chargered when, in 1940, horld 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 wont from houseworkers to heroines. During this times they worked as mulition workers making weapons, bus drivers, farmers and ambulence workers.

Despite this, five years later, men came back to their aupting jobs, which twomen had previously been working in . This whe counselstrikes and uprisings following women being sacked to the houring their positions levened. Wanting their efforts to be aknowledged, women worked exceedingly hard making it clear they'd proved themselves as independent and job-working 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 - new they realised something had to change.



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To to we algebra in equations.
If 6A=18, then a=3 ~
If 20=5F, then F=4~
(n=30,n=5/
Y+9=17,X=8
28=y=11.y=39 V
a+6=24, a=18
First the value of K, if K=4x when x is 6
 Extension ->
40+12=20,0=2/
30+2d=52, d=11-this is extension number3 /
 20-30=11,0=3 - this is extension number 2
50-5b=20, b=6
                         \rightarrow 5x + 7 = 19 + 3x
Mastay -> /
50-3b=41,b=9 =6.02=11
                           5x6=30
21+16=30,6=9
                       30+7=37
5 x 1 b= 45, b=9
                           3 x 6 = 18
3b+18=27,b=9
                           19+18=37
1b-4=5, b=9
36-3b=28,b=9
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