

# All Hallows

## C of E

# Primary School

# Feedback Policy

February 2025



## Marking and Feedback Policy for All Hallows CE Primary School

### Introduction

This policy for marking was developed and agreed by staff in Spring 2025 and has the agreement of the Governing Body.

We believe that marking should provide constructive feedback to every pupil. It should focus on what the pupil has achieved and what they should do next to further improve or embed learning/understanding. Marking should enable pupils to become reflective learners.

### Why we mark and how

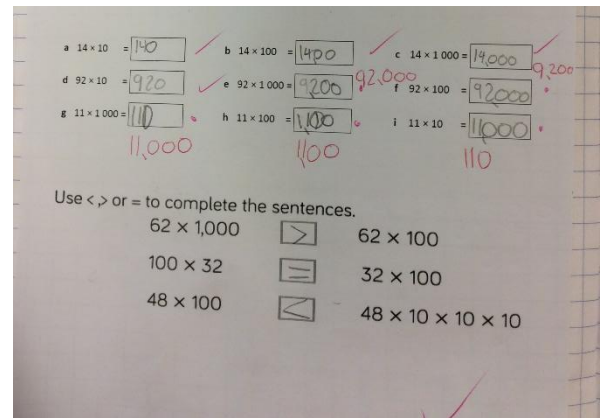
Marking and Feedback should:

- Firstly relate to learning objectives, which are shared with pupils either verbally or in the form of a checklist and secondly, on other features if necessary.
- Involve all adults working with pupils in the classroom.
- Provide opportunities for pupils to respond to advice or challenges provided through marking. This may include editing secretarial features.
- Create a written or verbal dialogue between teacher and pupil
- Give clear strategies for improvement or opportunities to embed.
- Be accessible to all pupils by taking various forms, including written and verbal feedback, to cater for pupils of different ages and abilities.
- Inform future planning and intervention.
- Be seen by pupils as positive in improving their learning.
- Occasionally include time for pupils to self-assess/peer mark.
- Be manageable for all teaching staff.

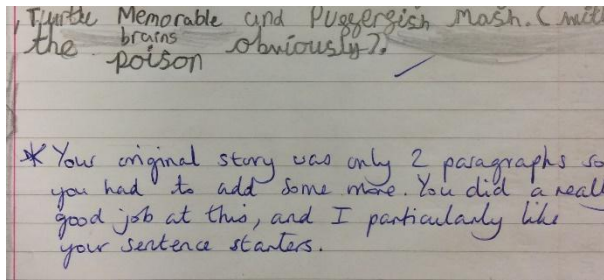
Marking should be relevant and manageable. Therefore, it may take the form of written or verbal feedback, a stamp or sticker, a highlighted checklist or a class discussion. Not all pieces of learning will be marked in depth but pupils should read any written feedback and this should impact on their learning journey. Pupils should only respond when and if appropriate using a coloured pen. In KS1, this will be done as part of a guided group.

## Marking in mathematics

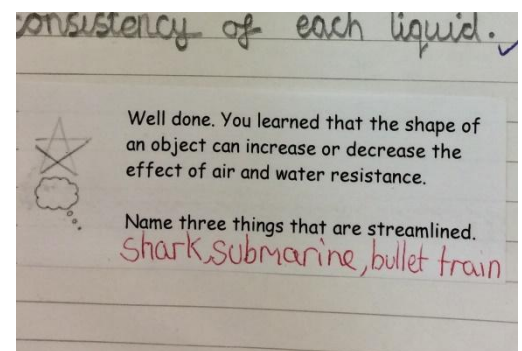
In mathematics, correct answers will be marked with a tick and incorrect answers, marked with a spot. They may then be given the opportunity to 'fix' these questions with the correct answer using an alternative colour.



## Written work marking - Bubble and star marking



Pupils will always know if they have met the learning objective because it will be indicated by a star.



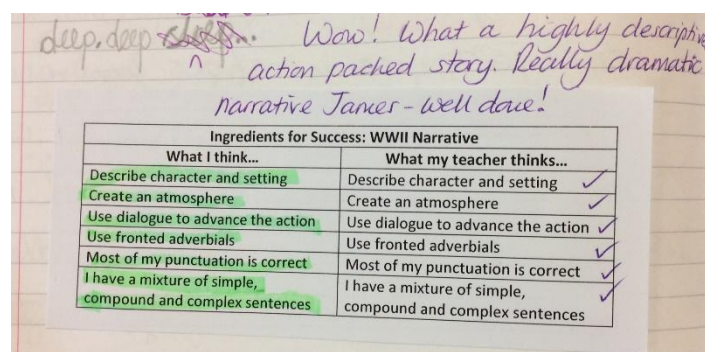
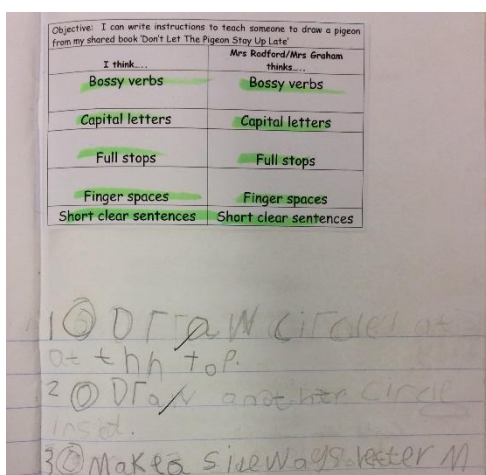
A thought bubble indicates what the pupil should do next to further improve, embed learning/understanding or extend the learning.

When the piece has been marked in detail, there may also be a comment specifically telling the pupil what they have done well (primarily linked to the learning objective). A thought bubble will either inform the pupil how they can further improve (primarily linked to the learning objective) or it will give them an opportunity to apply or embed their learning.

A criteria checklist will be used for a longer written tasks e.g. fairy tale, recount, instructions. We use two styles: Self and teacher assessment and teacher assessed only.

## Self and teacher assessment example

These are examples of how we use self-assessment and teacher assessment at the end of a longer written task.





	Learning objective met
	Think, do, review
	Word / information missing
	New paragraph
	Punctuation missing / used incorrectly
	I don't know what you mean
	This impressed me
	Incorrect spelling
	Incorrect word choice
	Correct answer
	Incorrect answer

## Marking Key

When detailed marking is carried out, there will be an increased focus on the correct use of spelling, punctuation and grammar. The pupil's age and ability will be taken into consideration. In order for marking to remain a positive form of communication, not all mistakes will be highlighted. In order to mark spelling, punctuation and grammar effectively, a variety of symbols are used when marking writing. However, secretarial features should not become the main focus of marking, unless linked to a learning objective.

## Spelling Correction

In English books teachers will indicate incorrect spellings with a wiggly line as above. However, children may also be expected to copy out the correct spelling an indicated number of times with the code 'sp' used. If the incorrect spelling is spotted in multiple books, it may be included on a working wall. Children will also be expected to practise the word in a variety of ways dependent on their needs.

## Equal Opportunities

Providing Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and at the heart of its ethos. The taught and hidden curriculum will provide opportunities for all pupils to thrive and at All Hallows we recognise that treating people equally does not always mean treating them the same. All curriculum subjects should be planned and marked with Equal Opportunities in mind. They should expose all of our pupils to a wide range of learning experiences and promote an awareness and curiosity about the world. Our curriculum aims to prepare all of our pupils for life in modern Britain and to be citizens of a diverse and changing world.

## Review

Regular review and moderation of marking needs to take place to ensure consistency. This can be done through Key Stage meetings; leadership reviews; coordinator reviews; family meetings.