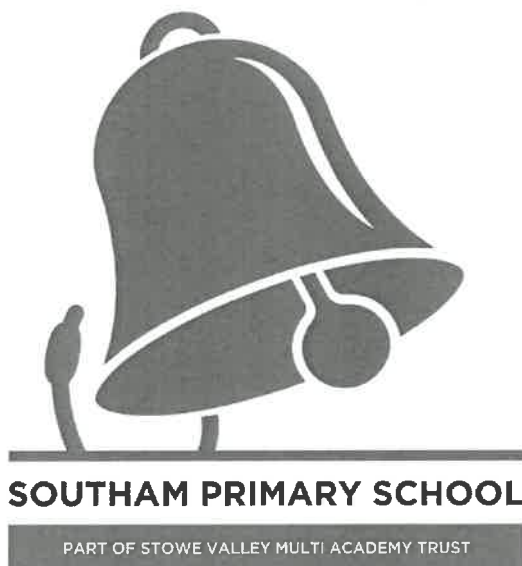


Southam Primary School



Marking and Feedback Policy

Chair of Governors signature *N. Lester*

Headteacher's signature *Emma Layman*

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Person responsible for overseeing the implementation: Headteacher



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Southam primary School
Marking and Feedback Policy

Feedback and marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. At Southam Primary School, we take a professional approach to the task of marking work and giving feedback, and use a consistent approach which is age and ability appropriate. We value these exchanges and see that they are a positive form of communication based on the knowledge and learning outlined by staff and linked to the National Curriculum. Feedback can be verbal, written, or pictorial and can be from teacher to child or teaching assistant to a child at the point of learning.

Marking and feedback should:

- be timely (immediate if possible).
- be manageable for all teaching staff.
- involve all adults in the classroom.
- be seen by pupils as useful and positive.
- inform future planning/targets.
- relate to learning objectives.
- be responded to by the children.

Southam Primary follows the 'Assessment For Learning' (Afl) approach to marking and feedback, which is always constructive and sensitive, focusing on the work produced against the learning objective.

Verbal feedback: This is the most immediate and interactive form of feedback.

The focus is on being constructive and informative.

It can be direct or indirect (targeted or not) Whole class/group eg: when marking one piece of work or shared at the start of the lesson.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the knowledge and learning and should identify both positives and next steps, so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Teachers will also mark work together with children (small groups or whole classes) allowing time for discussion of misconceptions and corrections to be made.

When marking a child's work, teachers use a green highlighter for 'Go' and a yellow for 'Not quite yet'.

The green highlighter should be used to underline or highlight where the child has met the given learning objective or applied development points from previous teaching and learning. The yellow highlighter should be used to underline or highlight where the child has not met the learning

objective. It is recommended that teaching staff use their professional judgement in quantity, when using the yellow highlighter to ensure that children are not over faced or demotivated.

Responding to Marking:

Wherever possible, work should be marked at the point of learning, using the green and yellow highlighters, alongside the child. This enables the child to act immediately and correct any errors in their work. When work is distance marked (marked without the pupils being present), teachers must allow time for pupils to read and respond to marking immediately after, or as soon as possible.

'Respond in Red' pens are introduced in year 2.

We recognise that it is difficult for pupils working at lower levels to read and respond, so EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

- In EYFS, teaching staff will work alongside the children to respond.
- Year 1 staff will begin to train the children to respond more independently, but still within groups, during the summer term.
- Year 2 will train pupils to read and respond independently, as they become better readers.
- KS2 pupils will respond to marking themselves, either during the lesson or during dedicated response time. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that teachers explain the system and maintain it.

Spellings Across The School

Staff will use their professional judgement in correcting spelling errors. When children are developing and applying their phonic knowledge to spell, regardless of their year group, focus should be given to words that are spelt incorrectly, but are phonologically regular. After this, priority should be given to the statutory common exception words and finally spelling rules. Children should always be asked to correct their spellings, as independently as possible, using a dictionary or word mats etc. This guidance does not mean that every incorrect spelling should be identified and corrected, as teachers must use their professional judgement and awareness of the child.

Examples of marking:

Partition numbers to 100 ★ ☆ ☆ ☆

Complete the part-whole models to partition each number. Use equipment to help you.

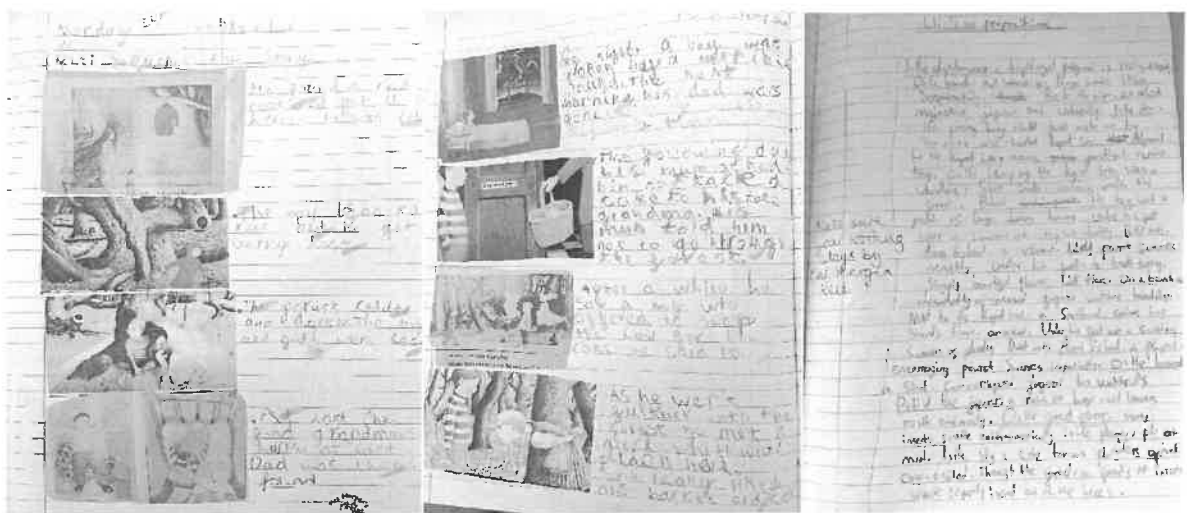
51, 22, 18, 49, 72, 45, 76, 37, 83, 91, 26, 57

Handwritten notes on grid paper, possibly showing a sequence of numbers and arrows.

-10000	+10000
170875 ← 270875 → 370875	280875
260875	179455
579455 ← 679455 → 779455	687455
669455	295600 ← 395600 → 495600
295600	55600
395600	

A) $0.64 = 0.6 + 0.04$ ✓
 B) $0.53 = 0.5 + 0.03$ ✓
 C) $0.3 + 0.05 = 0.35$ ✓
 D) $0.6 + 0.8 = 0.68$ 0.8

Handwritten notes on grid paper showing a number line with 100, 200, 300, 400 marked. Below it, the number 1240 is written. To the right, there are some scribbles and the question "what are these numbers?"



① We need a remedy for 'devil'.

Out of the gloom, satans horns raised down tiny devils upon the gleaming navilions. Tonight satan had devised schemes in store. Satan then dem give so show his way. The devil of the night watched his glances rain down to show his path of destruction. In a blink of an eye the first of his minions of hell ate up the first hill of London. Angels scoured the night sky trying to rid London of its jaded to stop the glowing madness of the devil. But the devil's mind in glances have other plans. With CRACK! Went the devil whooped said the devil plans were unraveling.

have B. B. T. H H

\$ to land? It could of landed on big ben, the house of parliament, but even worse, Buckingham palace. It was falling, we were all panicking then everyone realised that it was landing on a row of shops we sighed in relief we didn't realise that there was a bunch of bombs raining from the sky. People were scrambling to safety as London was in a gateway to hell. Roads had been torn in half, houses were crumbling. London was fighting for life.

Soon a great big bomb dropped from the sky. Everyone looked worried, where was it going to land? It could have landed on Big Ben, the House of Parliament. Even worse, Buckingham Palace. It was falling, London was panicking. She didn't realise that there was no a parade of bombs raining from the sky. People were scrambling to safety as London was a gateway to hell.

The deadly planes flew away before the same catches them...