	Policy Name:	Marking and Feedback Policy	Statutory: No
	Policy Date:	September 2021	
	Review Frequency	2 years	

Principles of effective feedback and marking

Effective marking causes children to think, to address misconceptions and to target children's learning needs. Our policy is informed by the research of [EEF Guidance report](#).

Effective marking

is completed with children as live marking in the lesson;

uses worked examples in the input, in books and/or on working walls to scaffold thinking;

involves peer discussion/peer marking;

is targeted to specific children's learning needs;

is summative at the end of a unit to acknowledge how far a pupil has met the learning and gives personalised next steps that can be actioned.

At GUCS we give feedback with a task foci that recognises a child's hard work

Maths: daily live marking that addresses misconceptions, before the start of the next lesson



Literacy: daily marking to the focus with a commitment to the non-negotiables: capital letters, full-stops and age appropriate spellings and grammar objectives.


Guided Reading: as above for literacy

Foundation subjects: Marked to meet the same consistently high-quality of non-negotiables e.g. capital letters, full-stops and age appropriate spellings and grammar objectives. Other foci to be set by the teacher to include peer and self marking.

Children: respond to all of the above in their **purple polishing pen**.

Teaching staff: **Tickled pink** and **Green for Growth** enables children to recognise where they have achieved the learning and aspects they need to develop.

VF	Verbal feedback given	D	Indicates there has been a discussion around a misconceptions		Indicates a next step needed to move the learning on
I	Independent work	CL/G R	Indicates a grammar or capital letter error		

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