St Cyprian's Greek Orthodox Primary Academy

Feedback and Marking Policy

Revised July 2025

Date: 17.7.25

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Name: A Christou

Position: Chair of Education Committee

Date of next Review: December 2027

Mission Statement:

"To provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion. "

In St Cyprian's we are fully committed to delivering a high quality Christian education based upon the teaching of Jesus as we actively prepare children for life with a vision to:

"*Seek and you will find*" Luke 11:9. "*Love your neighbour as yourself.*" Luke 10:27

In designing and agreeing this policy, the following research and information were collated and taken into consideration:

1) The Sutton Trust reports: 'effective feedback' has the biggest impact on children making additional progress (+9 months)
2) John Hattie research from more than 50,000 studies showed that effective feedback has the biggest effect size of all variables (such as reducing class-size, ability grouping, additional adult support etc.), and can accelerate a child's progress by 1 year.
3) Research by Shirley Clarke

Effective Feedback: What is it? *(From the Sutton Trust report)*

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the student's management of their own learning or their self-regulation or about them as individuals ('good girl'). Research suggests that feedback is best directed at the task itself and process level. Research suggests it should be:

- About challenging tasks or goals (rather than easy ones);
- Given sparingly (i.e. it needs to be meaningful);
- It's more important to give feedback about what is right than what is wrong;
- It's important to be as specific as you can and, if possible, compare what they are doing right now with what they have done wrong before;
- It should encourage them, and not threaten their self-esteem.

Non negotiables across the Academy:

- 75% verbal feedback: 25% written marking
- Verbal feedback will have codes used –VF by all staff
- Learning Objectives and Success Criteria will be used all subjects
- Use of marking codes consistently applied

Verbal Feedback

Approximately 75% of children's work will have feedback given verbally. Work discussed or marked with a child is indicated by the letters DWC or MWC in the margin. If the child has received focussed support from the teacher the letters WWC (worked with child) is written in the margin. All other adults working in the classroom with the children are asked to indicate their support with either VF and then the adult's name or initials below it in pen. They may also wish to write a comment for the teacher or the child.

Success Criteria & written feedback

In order to enable children to focus their learning, all lessons will have success criteria. For individual lessons, there should be **no more than three SC.** All success criteria should be numbered allowing teachers to easily reference the success criteria addressed when marking. This gives teachers a quick and easy way to address when and where success criteria have been met/ not met (see example).

Written comments made will usually be **short** and clear, and will include praise about something specific when appropriate. Improvement comments will be made only when it is directly linked to meeting success criteria. If a child has met the criteria or achieved more than expected in a lesson, they will be rewarded for their effort and hard work, and may not have any improvement comments to avoid demoralising the child, however extension, enrichment or challenge comments will be added in green. Basic errors should be routinely picked up on in any piece of marking so that they do not repeat continuously over time.

Good presentation can be acknowledged, but not without a comment about the learning objective/success criteria as well. Teachers will be careful when using the word 'good'. They will ensure that the work ***is*** good, and also mention what is good about it e.g. 'Good *understanding*'.

All marking comments will be written in green pen.

All adults are asked to model neat writing when writing in the children's book, in line with the handwriting policy. All adult writing needs to be correct in grammar, syntax and punctuation. If a supply teacher has not marked the work, 'supply teacher' will be written in the margin.

Child as a Learner

We give children the opportunity to check and edit their own work. This happens numerous times during the day, and sometimes even every lesson. From Y2 upwards (for the more able), but mainly KS2, the children will stop, proof-read their work, and edit it using a purple pen to show improvements or in response to verbal feedback.
In order for children to accept that making mistakes is an important and integral part of learning, not all mistakes will require correction. Mistakes will need to be corrected only if the child needs to demonstrate having understood or met criteria. **The child must feel comfortable in make mistakes and take risks in their work.**

Self-assessment

Children will be given the opportunity to self -evaluate using the number marking system used previously. This method is particularly effective for writing and encouraging children to think about their work and learning. There will also be occasions for children to peer-assess (purple pen).

Presentation

Children are encouraged to present their work well at all times as this develops a sense of pride for their work and learning. If presentation is not of a high standard an adult will pick up on it in the book and remind the child of the expectations. Date and LO underlined with rulers, one line through mistakes with ruler.

Rewards

Children may be rewarded for good work, participation and effort with either praise, stickers, , house points and/or certificates in Gold Book assemblies. It will always be made clear to the children what they have received praise for.

Mathematics

Correct answers are ticked and incorrect answers have a dot put next to them. Children have the opportunity to correct their errors in pencil if it contributes to their understanding/ learning.

Next Steps Marking – minimum 1 in 4 pieces of work
A comment at the end of the piece of work instructs the child on how to improve. The comment varies in degree of direction given with one of three different prompts (see appendix):

a) a reminder prompt
b) a scaffold prompt
c) an example prompt

Children are given time to respond to the comments with purple pens. In this way they are given chance to improve their work and understanding. This in-depth, individual feedback should apply to all extended pieces of writing.

Spelling errors

The incorrect word is underlined and 'sp' is put in the margin. A maximum of 3 spellings are marked in any one piece of work (unless it is in the purpose of editing). This is so that the child's confidence isn't jeopardised and that they don't feel overwhelmed by the amount of improvement needed. The child will be asked to write out the correction 3 times e.g: *because* x3

Capital letters and handwriting errors

The incorrect letter is underlined and the correct formation/letter may be written over the top or in the margin.

Missing words

A missing word or words are indicated by an arrow-head where it/ they are missing. The words may be written above the arrow/ in the margin, or left for the child to put in themselves.

Paragraphs

A new paragraph is indicated by using a double line where the new paragraph needs to be started.

Improvement prompts

Shirley Clarke suggests three types of prompts:

- **A reminder prompt; most suitable for the more able pupil, it reminds the pupil of what could be improved. The simplest form of prompt, it refers back to the learning objective/success criteria.**
- **A scaffolding prompt; most suitable for pupils who need more structure than a simple reminder. Provides further support. This may take the form of a question or a short cloze procedure.**
- **An example prompt; extremely successful with all pupils, but especially with average or below average pupils. This prompt gives a choice of answer, word or phrase. This is the most detailed support and gives children examples from which to choose**

Examples for Maths:

YR Recognise numbers 0 – 10.
Scaffold prompt: Can you order these numbers in a different way?
Reminder prompt: What is wrong with number ___ ?

Y2 Use the mathematical names for 2D shapes.
Scaffold prompt: I have 3 sides and 3 corners. What am I?
Example prompt: Is this shape a hexagon? How do you know?

Y3 Find a small difference by counting up from the smaller to the larger number e.g. 102 – 97.
Reminder prompt: Three answers are wrong. Find them and see if you can work out why.
Scaffold & example prompt: Use an empty numberline to count from 95 to 101. 95 100 101

Y4 Develop and refine + or – of two whole numbers less than 1000.
Reminder prompt: Could you show another method for solving question 3?
Scaffold prompt: Check your answers using subtraction. How can you do this?
Example prompt: Now try this sum using larger numbers 2475 + 1523
Example prompt: Try this problem: On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday.

Examples for English:

What the child wrote: *It was dismal.*
Reminder Prompt: Say why you thought this.
Scaffold Prompt: Why was it a dismal time? Why did you hate being there?
Example Prompt: Choose 1 of these: It was dismal because… …I was bored all the time. …I only had my grandad to talk to.

What the child wrote: *Nobody believed him.*

Reminder Prompt: Say how you think this made him feel.
Scaffold Prompt: How do you think X felt about not being believed? Write another sentence that tells us.
Example Prompt: Circle how he felt: Angry Annoyed Upset Frustrated _____ your idea

What the child wrote: *The burglar ran towards the car park and drove off.*
Scaffold Prompt: Fill in the gap with an adverb: The burglar ran _____ly towards the car park and drove off.
Example Prompt: Tick which adverb would describe how the burglar ran: The burglar ran... Quickly Slowly Hesitantly Haphazardly Chaotically _____ your idea

What the child wrote: He was a bad monster.
Reminder Prompt: Think of a better word than 'bad'.
Scaffold Prompt: What kind of monster was he? Think of another word that means the same as 'bad' and write it below.
Example Prompt: Which word describes the monster better than 'bad'. Ferocious Evil _____your choice

Examples for Science:

What the child wrote:
Reminder Prompt: Explain how this shows/ proves....
Scaffold Prompt: Why do animals need water to survive? Animals need water to survive because....
Example Prompt: Choose 1 of these: Unsupported objects fall towards the earth because a) they are heavy b) of the force of gravity c) of air resistance

Codes Explained

//	New paragraph	DWC	Discussed with child
Sp	Incorrect spelling	WWC	Worked with child
-	Incorrect answer	VF	Verbal feedback
^	Missing word	MWC	Marked with child
?	Something is missing/does not make sense		