

# FEEDBACK AND MARKING POLICY



Kindness, Respect, Collaboration, Resilience, Aspiration, Courage and Friendship

This policy was adopted on: September 2024

The policy is to be reviewed: September 2025

## Feedback and Marking

### RATIONALE

At St James and St John Church of England Primary School it is important that we model our school values whilst feeding back to pupils about their work (verbally and written). That means feedback and marking is done in a respectful and kind manner, whilst encouraging children to be aspirational, courageous and resilient.

We recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our Feedback and Marking Policy is underpinned by the evidence of best practice from the Education Endowment Foundation and Department for Education's research into teacher workload. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Our feedback and marking is in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be '**meaningful, manageable and motivating**'.

### KEY PRINCIPLES

At the core of our Feedback and Marking Policy are a number of core principles:

- feedback and marking should focus on developing pupils' learning and understanding
- written comments are age and ability appropriate
- feedback delivered closest to the point of action is most effective
- feedback takes many forms within the classroom
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning
- evidence of feedback and marking is incidental to the process

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that pupils are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate and incisive feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

These practices can be seen in the following ways:

| TYPE                                      | WHAT IT LOOKS LIKE   | EVIDENCE (FOR OBSERVERS)  |
|---|--|---|
| I<br>M<br>M<br>E<br>D<br>I<br>A<br>T<br>E | <p>includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>takes place in lessons with individuals or small groups</p> <p>often given verbally to pupils for immediate action</p> <p>may involve use of a teaching assistant or peer mentor to provide support or further challenge</p> <p>may re-direct the focus of teaching or the task</p> <p>may include highlighting/annotations according to the marking code</p> | <p>lesson observations/learning walks</p> <p>some evidence of annotations or use of marking code/highlighting</p>   |
| S<br>U<br>M<br>M<br>A<br>R<br>Y           | <p>takes place within or at the end of a lesson or activity</p> <p>often involves whole groups or classes</p> <p>provides an opportunity for evaluation of learning in the lesson</p> <p>may take form of self or peer assessment against a WALT or WILF</p> <p>in some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>   | <p>lesson observations/learning walks</p> <p>timetabled pre and post teaching based on assessment</p> <p>some evidence of self and peer assessment</p> <p>may be reflected in selected focus review feedback (marking)</p>  |
| R<br>E<br>V<br>I<br>E<br>W                | <p>takes place away from the point of teaching</p> <p>may involve written comments/annotations for pupils to read/respond to</p> <p>provides teachers with opportunities for assessment of understanding</p> <p>leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>may lead to next steps being set for pupils' future attention, or immediate action</p>  | <p>acknowledgement of work completed</p> <p>written comments and appropriate responses/action</p> <p>adaptations to teaching sequences tasks when compared to planning</p> <p>use of annotations to indicate future groupings</p> <p>annotations on planning</p> <p>writing grids</p> |

Feedback will usually be based on the learning objective (WALT - We Are Learning To) or the success criteria (WILF - What I'm Looking For).

WALT is defined as the learning to be covered within the lesson or across the week.

WILF is defined as the steps needed in order to make the learning or outcome successful within the lesson. This can be adapted.

### **The detail of the feedback depends on:**

- Individual needs
- Group needs
- What subject it is in
- School development targets
- A sustainable level of work

Feedback will also focus on key elements such as;

- Number and letter formation
- Spelling
- Punctuation
- Grammar
- Mathematical methods

### **MARKING APPROACHES**

All work will be acknowledged in some form by class teachers, HLTAs or teaching assistants. This may be through simple symbols such as ticks or highlighting. Supply teachers, HLTAs and Teaching Assistants should initial work they have marked. All marking will be done using a green pen.

Where a child has met the learning objective a green tick is written next to the WALT.

It is assumed that pupils work independently. When pupils are supported they write the following next to the WALT in pencil;

- work in a group - write a G
- work with a teacher - write a T
- work with a partner – write a P
- work with teaching assistant – write a S for support

When verbal feedback is given during a lesson teachers will write VF and may draw a symbol/use a stamp or write a key word in a pupil's book.

Across the school, marking stampers are used as a visual reminder for pupils to develop their learning. This is more predominant in Early Years Foundation Stage and Key Stage 1. These stampers can be used during verbal feedback as a reminder for pupils. Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered when it has not been possible to provide immediate feedback during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

The use of a '2 stars and a wish' stamper to guide written comments on independent pieces of writing, (particularly within English) focusses on pupils' achievements and provides further guidance to learning.

Pupils will be given appropriate time to read and respond to review marking, using purple pens. When this time is consistently given pupils learning and understanding will progress and develop.

Marking and feedback for the autumn term will primarily be based on punctuation, spelling and grammar in all writing and cross curricular writing.

All staff should use the marking codes provided.

Teachers will annotate plans with individual pupils and/or areas to revisit/focus on for core subjects.

## Self or peer marking




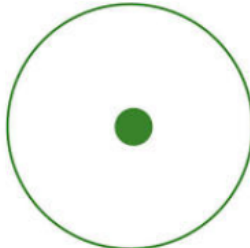
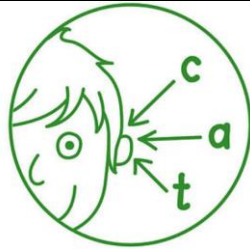











Children may mark straightforward answers, for example calculations, spellings, cloze procedures or simple comprehension exercises. Teachers look at these to check pupil understanding, ensuring misconceptions and misunderstandings are addressed in lessons.

### What feedback looks like in EYFS:

Verbal feedback is the most appropriate for Foundation Stage children. Any written feedback on a pupil's work should be shared with the pupil and as much as possible marked in front of the pupil. The use of marking stampers will provide visual reminders for the pupils.

## MARKING CODE

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our Marking Code, which combines the use of highlighters and symbols, as follows:

|  |  |   |  |
|--|--|---|--|
|  <p>Letter formation</p>    |  <p>Finger spaces</p>           |  <p>Upper lower case letters</p>              |  <p>Full stops</p>  |
|  <p>Listen for sounds</p> |  <p>Punctuation</p>           |  <p>Handwriting: ascenders / descenders</p> |  <p>Conjunctions / connectives</p>                            |
|  <p>Spelling mistake</p>  |  <p>Join your handwriting</p> |  <p>Proof read</p>                          |  <p>Correct<br/>Met WALT / WILF</p>                           |
|  <p>New paragraph</p>     |  <p>Insert missing word</p>   |  <p>Incorrect answer</p>                     |  <p>Two things done well<br/>and one thing to<br/>improve</p> |

The marking poster will be stuck inside the front cover of the English book.

## **Responsibilities**

It is the responsibility of the Headteacher:

- to monitor the consistent use of this policy across the school
- to ensure the policy is reviewed and at least annually
- share developments with the curriculum committee

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked according to the feedback and marking policy
- to explain the feedback and marking system to their pupils
- to ensure that assessment information informs further curriculum planning
- to be aware of children's individual needs and modify their comments appropriately
- to model clear instructions and handwriting when giving written feedback in books – joined handwriting in KS2

This tailored approach ensures that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have accessible, purposeful feedback to support them in making secure progress and learning in order to reach their full potential.

This policy does not have an unfair or unreasonable impact on pupils or staff who have a protected characteristic (age, disability, ethnicity and race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation).