

Feedback and Marking Policy

Key points and principles

- This summary is intended to clarify the school's expectations for the feedback children are given about their learning and the written marking of children's work.
- *"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback' "* Professor John Hattie (*Influences on Student Learning*)
- The cycle of effective feedback and marking:
 - 1. Pupils understand how to improve.
 - 2. It gets acted upon.
 - 3. It leads to improvement
- It is the school's aim to make written marking manageable and sustainable for teachers, as well as making feedback to children as immediate / close to the point of learning as possible. Verbal feedback and 'live' marking within lessons are therefore expected to be a key feature of our teaching and approach to marking and feedback.
- Not all work children produce will have written marking by the teacher; across the whole curriculum, the principles of verbal feedback are important. Particularly in the foundation subjects and Science, teachers will look at children's books and use the findings to identify common misconceptions and shape next steps in teaching, as well as provide appropriate verbal feedback to individuals, small groups or the whole class in future lessons.
- Written marking expectations are not necessarily the same from subject to subject or from year group to year group. The balance of verbal feedback to written marking will be different with younger pupils or for those with difficulties accessing written comments.

These pupils should be given feedback in forms that are most appropriate to their age and stages of development. This may include Makaton symbols etc. This key principle is of particular relevance to the Complex Needs Resource Base classes, where appropriate feedback and marking approaches will be tailored to the specific needs of individuals.

General expectations

- Staff will mark in purple ink to contrast with the colour of the pupil's recording (pencil or blue ink for standard writing, green for editing).
- The relevant Key Stage Marking Key will be used by staff (Appendix 1).
- Whenever possible, learning will be marked with the pupil during lessons to allow discussion and encouragement.
- Any written comments will be clear, legible and in appropriate language and script, so that the pupil can understand and respond. All written comments will model the school's expected handwriting style as appropriate to the age group. This will be in a joined style from Year 2 upwards. *NB: a small number of*

pupils who use the 'Print Like A Pro' handwriting style as part of their SEND provision will have that style modelled through marking.

- Verbal feedback is a powerful and important tool that teachers will use throughout lessons; it is **not** expected that teachers will provide written evidence that verbal feedback has taken place, although teachers may occasionally choose to do this if they feel it will act as a valuable prompt for the pupil's future learning.
- If an adult who is not the usual class teacher marks work, they should initial all marking to indicate who it was marked by. Teaching Assistants should put 'TA'. Supply teachers should annotate work with the word 'Supply'.
- When marking, priority should be given to children who have not yet achieved the learning objective (identified either through pupils' self-assessment in traffic light boxes or by the teacher / TA).
- 'Best copy' versions of written work that has been marked at the drafting / editing stage will **not** be 'double marked'.
- Children will be given specific time to respond to any written marking / next steps / maths corrections they have been given. This will usually take place either as a start of the day 'early bird' activity or at the start of the next relevant lesson.

English ('The Write Stuff')

- Children will receive a light-touch written mark for 'Sentence Stacking' lessons, which might include a grammar or spelling focus.
- At the point in the unit sequence where children are producing their independent writing, marking will be more detailed and will provide a positive comment and next step (a general next step that can also be applied to the next unit, not specific to that particular unit only).
- In EYFS and Year 1 the focus is much more on verbal feedback with individuals and small groups.
- Grammar and spelling scheme work will be mainly marked through the use of self / peer marking within lessons along with verbal feedback from the teacher.
- Letter formation mistakes and errors should be identified in a pupil's book and then corrected by the child, with support as necessary.
- In Year 6, from Term 3 onwards marking may differ from that outlined above. This is to enable the school to meet local authority Year 6 writing moderation requirements. Written marking will provide less scaffolding for pupils, enabling written work to be assessed as "independent".

Maths

- A key tool in Maths is the use of verbal feedback and 'live' marking, where pupils are given immediate feedback within the lesson at the point of learning or the point of a misconception arising. This will be used throughout lessons.
- There will be a 'light touch' approach to the written marking of recorded Maths work as the structure of our Maths lessons allows for a lot of verbal feedback during the lesson. This involves the teacher or TA using the code LO ✓ or LO ~ or LO x to indicate achievement of the main learning objective and acknowledge that the work has been looked at by the teacher.
- Number formation mistakes and errors should be identified in a pupil's book and then corrected by the child, with support as necessary.
- Marking will identify any calculations where it is appropriate for the child to complete corrections. If the teacher judges that the child has not understood the underlying concepts or methods, it may not be appropriate to ask them to do corrections. Where corrections are required, pupils, must be given time to do these.

Other subjects

- There will be little written marking at all in other subjects in order to make teacher workload manageable. In the foundation subjects and Science, teachers will look at children's books and use the findings to identify common misconceptions and shape next steps in teaching, as well as provide appropriate verbal feedback to individuals, small groups or the whole class in future lessons.
- There may be light-touch / acknowledgment marking using the code LO ✓ or LO ~ or LO x to indicate achievement of the main learning objective and acknowledge that the work has been looked at by the teacher.

Marking of incorrect spellings across the curriculum

- An appropriate number of incorrectly spelt words should be identified within children's writing across the curriculum (usually up to 3 errors in Key Stage 1 and up to 5 in Key Stage 2).
- If the word is one which the child should be able to spell correctly then the teacher should put a coloured dot above the error. The child is then expected to self-correct this error using 'polishing pen / pencil'. Teachers must monitor common spelling errors and adjust whole-class, group or individual teaching / intervention to take account of these.
- If the error is a more ambitious word that the child has attempted incorrectly and which the teacher wants the child to learn now, the teacher will underline the error and provide the correct spelling in the margin or at the bottom of the page. The code 'spx3' will be used to indicate that the child must write out the correct spelling three times to practise it. The opportunity for children to reflect on and respond to spelling issues is critical.

Self-assessment and peer feedback

Ongoing self- and peer-assessment opportunities include:

- use of thumbs up / down / to the side in whole-class or group teaching situations to indicate achievement of understanding and objectives in plenary sessions
- use of LO ✓ or LO ~ or LO x next to the learning objective in books to indicate own assessment of achievement of the LO
- older pupils may sometimes write a comment to the teacher in their book about an aspect of their learning they have found challenging or been successful with
- peer discussions within lessons that allow children to reflect on successful aspects of the learning or areas to develop


Monitoring and evaluation of feedback and marking

Senior Leaders and Subject Leaders will monitor the feedback and marking in classes through lesson observation and book scrutiny, and provide appropriate feedback to relevant staff.

Policy reviewed May 2024

APPENDIX 1 – MARKING CODES

EYFS / KS1 Marking Code
What do the marking symbols mean?

| Symbol | Meaning |
|---|--|
| I | This work was done independently |
| TG | This work was guided / supported by the teacher |
| TAG | This work was guided / supported by the teaching assistant |
| LO ✓ LO ~ LO x | Learning objective achieved Learning objective partly achieved Learning objective not achieved yet |
| Purple dot above a word that is spelt wrong | You must correct this spelling. |
| CL • | Capital letter / full stop |
|  | Next step - something to do or think about to help improve your learning |

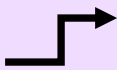
Adults will use purple pen for marking.

EYFS use as appropriate as year progresses.

Most children in Y1 will begin to use the spelling / punctuation symbols from January.

Lower Key Stage 2

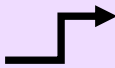
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| TAG | This work was guided / supported by the teaching assistant |
| LO ✓ LO ~ LO x | Learning objective achieved Learning objective partly achieved Learning objective not achieved yet |
| Purple or green dot above a word that is spelt wrong | You must correct this spelling yourself (<i>words that you should know</i>) |
| sp x 3 | This word was spelt wrong and you need to write it out 3 times to practise it (<i>words that you may not yet know</i>) |
| CL FS • | Capital letter / full stop |
| // / ○ (circle) ^ | New paragraph should start here New line A word / letter / punctuation mark is missing Missing word |
|  | Next step - something to do or think about to help improve your learning |

Adults will use purple pen for marking. Green may also be used for dotted spelling words to ensure it is easily visible against the children's blue ink.

Upper Key Stage 2

What do the marking symbols mean?

| Symbol | Meaning |
|---|---|
| I | This work was done independently |
| TG | This work was guided / supported by the teacher |
| TAG | This work was guided / supported by the teaching assistant |
| LO ✓ LO ~ LO x | Learning objective achieved Learning objective partly achieved Learning objective not achieved yet |
| Purple or green dot above a word that is spelt wrong | You must correct this spelling yourself (<i>words that you should know</i>) |
| sp x 3 | This word was spelt wrong and you need to write it out 3 times to practise it (<i>words that you may not yet know</i>) |
| g in margin p in margin | There is a g rammar mistake on this line There is a p unctuation mistake on this line |
| // / ○ (circle) ^ | New paragraph should start here New line A word / letter / punctuation mark is missing Missing word |
|  | Next step - something to do or think about to help improve your learning |

Adults will use purple pen for marking. Green may also be used for dotted spelling words to ensure it is easily visible against the children's blue ink.