Marking & Feedback Policy

Policy Owner:	Headteacher
Amended:	May 2025
Reviewed by SLT:	May 2025
Next Review:	May 2026

Introduction

At The Pines Primary, we recognise the importance of feedback as part of the teaching & 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 policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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 students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, SLT at The Pines have investigated alternatives to onerous written marking which can provide effective feedback 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**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

This policy is intended to ensure consistency across the school in terms of marking practice. Marking should enhance learning and have a positive impact on children's progress.
Useful outcomes of marking:

- Checking and assessing pupils responses to learning tasks
- Making decisions about what we/they need to do next
- Acknowledging and valuing children's efforts

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.
- To reduce teacher workload

Objectives & Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

<u>Assessment for Learning and Feedback</u>

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At The Pines we believe that feedback is not soley given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/TA
- Pupil to Pupil
- Teacher/TA to Pupil

Self-Assessment - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:

- **Self-Assess** - Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group/task they wish to join.
- **Checking -** Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.

- **Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality

Peer Assessment - As with self-assessment, peer assessment should be used in a variety of ways including:

- **Feedback -** Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons. They are asked to give an aspect of the work that is good and/or a possible improvement to another child's work with regard to the learning objective and/or the agreed success criteria.
- **Checking –** Peer-assessment is also used for checking of work before handing in. We operate a policy of 'The author holds the pen' meaning that any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author. Editing should be completed in purple pen. Established routine is that all editing happens in purple pen.

Daily annotations – The daily feedback sheet (appendix iii) is used to record pupil outcomes each day and next steps are planned for subsequent lessons.
Observation – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or TA.
Discussion/Questioning – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.
Guided Group Feedback – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.

All staff and pupils will be aware of marking practices and codes. These should be displayed (see Appendix ii) and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- Green pen (teacher) or black/blue pen (TA) is used by the adult to draw 'stick people' at the top of the child's work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson. Where possible children can add stick men to their work at the top of the page.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a green pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Green/black/blue pen is used by the adult to initial pupils' work to indicate where support for a child has ended and independent work has begun or when a guided task is complete.
- A stamp is used to indicate that the work has been checked by an adult (See details below for explanation of colours for stamps)

When a child works independently of an adult:

When a child works independently of an adult, but as a pair or group, purple pen/pencil is used by the child to draw 'stick people' at the top of their work.

- Purple pen/pencil is used by the child to mark their own work if this is appropriate
- All independent work is checked by the class teacher and stamped using coloured stamps – stickers/house points etc may be used for rewards where appropriate.
- Where the pupil outcome is 'as expected', a green stamp is used to indicate this.
- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a green stamp is used to indicate this and corrections are addressed by the teacher using a green pen (See appendix i for definition of 'minor corrections').
- Highlighter pens (of any colour) can be used to indicate particularly high-quality extracts of work e.g. specific words, phrases or sentences
- In Maths lessons, correct answers will be acknowledged either by ticks from an adult (green/blue/black) or by a highlighter pen dot. Where self-marking is used, pupils will use a purple pen and indicate a correct answer with a neat tick.
- When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Daily Feedback Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This need not be recorded in detail; the Daily Feedback Sheet is to be used by teachers as an aide memoir. **The Daily Feedback Sheet must be completed every day and kept in a folder in the classroom that is easily accessible.**
- When a child has exceeded expectations, teachers will use highlighter pens or the 'Wow' stamp (used rarely to maintain a high status reward) to indicate to the child that they are impressed with their achievements.

NOTE: House points are still to be given for work as appropriate and indicated with HP.

Appendix (i) Minor Corrections

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"Oh yes, I missed that" rather than, "Oh, I didn't know that."*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment.

Indicating spelling errors

- Spelling errors should be indicated by an adult underlining the incorrectly spelled word and writing 'sp' in the margin
- A limited number (no more than 3 in KS1 and no more than 5 in KS2) of incorrectly spelled words should be indicated (even if the child could reasonably be expected to spell more) in order to not detract from the main learning focus of the lesson
- Where the specific learning focus of a lesson is spelling, all errors linked to the pattern being taught should be identified
- Pupils should be expected to write the indicated word correctly <u>once</u> (not multiple times) and this could be scaffolded in a variety of ways:
    - Adult writes the word correctly and the child copies it
    - Adult writes the syllable and sound lines (in KS2) or sound buttons (in KS1) and child fills in the letters

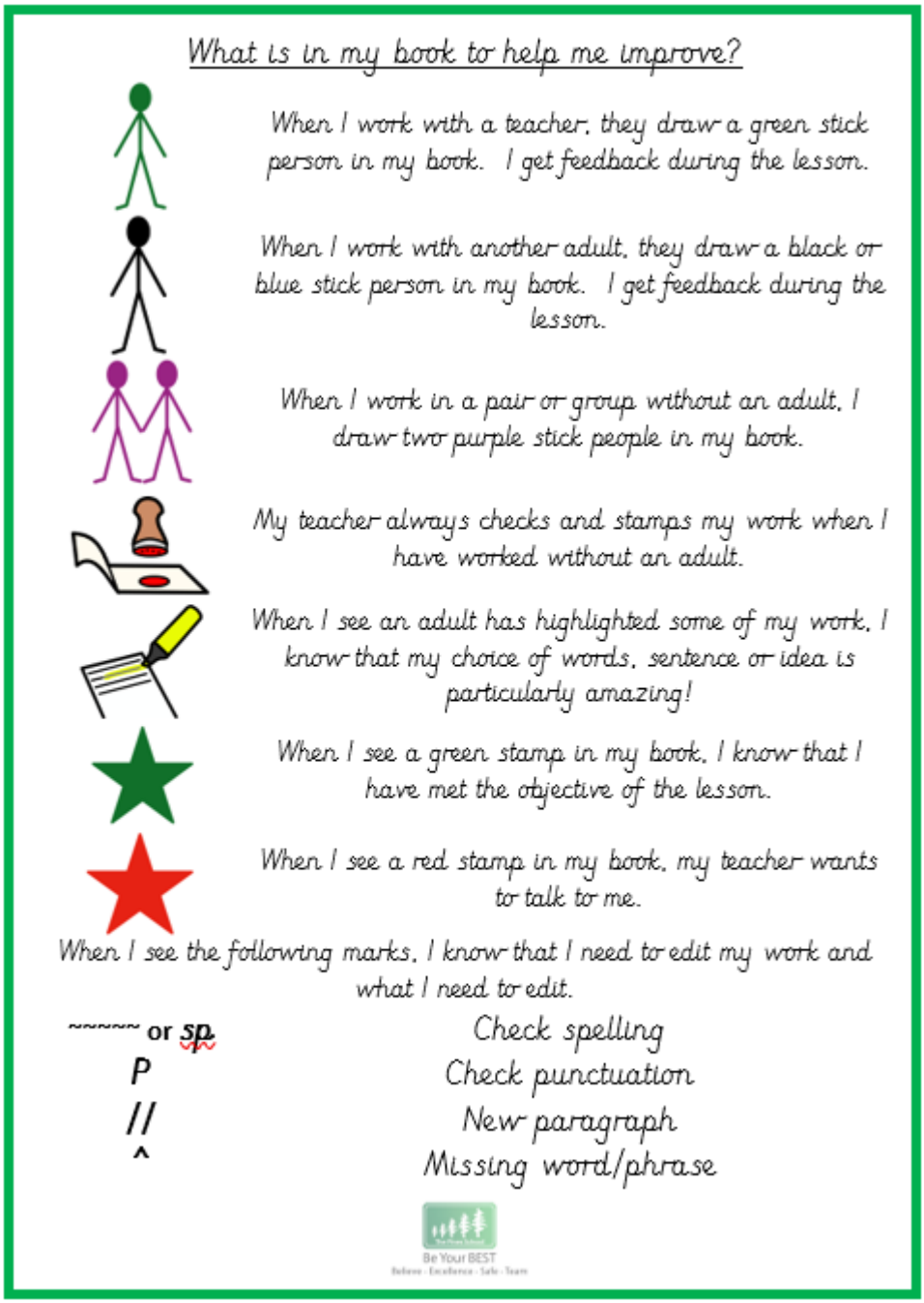
- Adult writes the syllable and sound lines (in KS2) or sound buttons (in KS1) and completes some sounds within the word leaving only the sound the child should know to fill in independently
- Child is expected to write their own syllable and sound lines (in KS2) and attempt the spelling again
- Child looks up the word in a dictionary (Be aware that this is only effective if the child can reliably spell initial sounds in the word and can read the word confidently)

Marking Extended Writing:

This marking & feedback system is for the vast majority of lessons where daily marking is against one or two Learning Objectives. When marking against a wider set of criteria, such as an extended piece of writing, writing will be marked using the same feedback system but teachers will also assess against specific skills or objectives (such as success criteria or assessment grids recording what children can/can't do) and are free to add in any additional handwritten comments they feel are pertinent and have an impact on learning. Where success criteria are used, they can include self and peer feedback as well as from an adult.

NB: **Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.**

Appendix ii


What is in my book to help me improve?
When I work with a teacher, they draw a green stick person in my book. I get feedback during the lesson.
When I work with another adult, they draw a black or blue stick person in my book. I get feedback during the lesson.
When I work in a pair or group without an adult, I draw two purple stick people in my book.
My teacher always checks and stamps my work when I have worked without an adult.
When I see an adult has highlighted some of my work, I know that my choice of words, sentence or idea is particularly amazing!
When I see a green stamp in my book, I know that I have met the objective of the lesson.
When I see a red stamp in my book, my teacher wants to talk to me.
When I see the following marks, I know that I need to edit my work and what I need to edit.
~~~~~ or sp
Check spelling
P
Check punctuation
//
New paragraph
^
Missing word/phrase
Be Your BEST
~~~~~

Appendix iii KS2 Daily Feedback Sheet

Week beginning:

Week beginning:

	English	Maths	Other	Behaviour
Monday				
Tuesday				
Wednesday				

	English	Maths	Other	Behaviour
Thursday				
Friday				
Additional Notes and Comments				

Daily Feedback Sheet KS1

Day	Phonics/ Spelling	Core Subject	Numbersense	Other Topic/Area of Study:
Monday				
Tuesday				
Wednesday				

Thursday				
Friday				

Daily Feedback Sheet Nursery

Week beginning:

	Phonics Groups	**Adult Led Teaching**	**Adult Initiated Activities**
Monday			
Tuesday			

Wednesday			
Thursday			
Friday			

*Enhancements made to the learning environment are recorded on a separate planning document throughout the week.

Daily Feedback Sheet Reception

Week beginning:

	Key Groups	Phonics	Maths	Writing

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

* Enhancements made to the learning environment are recorded on a separate planning document throughout the week.

Criteria for completing the Daily Feedback Sheet

- It is essential that the date is inserted in all Daily Feedback Sheets – this supports monitoring of our policy and practice.
- Every box must be completed – where there are no distance marking comments, a brief note should be made to indicate this. Examples of this may be that there were no independent pieces to look at and consider away from pupils at the end of a session or the day. Blank boxes may indicate that our policy is not being complied with so it is essential to write something to show SLT that our system is fully in place rather than being ignored.
- When looking at independent pieces, teachers should consider if there are any next steps which would mean a change of plan for those pupils on the following day or session. If there are, then a note of your decision for that child or children should be made. You should use the Daily Feedback Sheet as an aide memoir and act on it accordingly.
- The Daily Feedback sheet should be used to direct teachers and TAs to work with specific focus groups in subsequent lessons. All staff should be able to verbalise what their focus is for specific lessons.
- Daily Feedback sheets should be filed into file kept in classroom (easily accesible).