



Feedback and Marking Policy



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Rationale

Southville Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked, where the learner is actively involved in the learning process.

Aims

Marking and feedback has a number of purposes. It aims to help pupils:

- 1. Understand what they have done well**
- 2. Understand how to improve**
- 3. Make visible signs of improvement as a result of feedback**

These are further explained below:

1. To ensure pupils understand what they have done well they need to know what they have done well and the reasons for it. Discussions and feedback from pupils about recently marked work should display a good understanding of both these points.
2. To ensure all pupils understand how to improve, different types of prompts should be used. Our marking and feedback will consist of a mixture of challenge, reminder, process and example prompts, as appropriate to help the pupils understand
3. Children need to be given time to improve their work as a result of feedback from their teachers and other adults. This needs to be built into the timetable regularly in all classes.

Teacher wellbeing

This policy aims to ensure that effective feedback is provided for children in a way that balances effectiveness with teacher workload. For this reason, highlighters and symbols are used as shortcuts for feedback so that children are clear about what they have done well and what they need to improve, whilst ensuring teachers spend a proportionate amount of time marking.

This policy recommends that teachers use words and short phrases rather than full sentences as an efficient method of indicating specific points of feedback, for example: 'Great time conjunctions'; 'Speech punctuation correct'; 'Place value understood'. Where appropriate, full sentences may be used when giving a model of a particular sentence construction or type of language for the child to use in his or her writing.

Teachers are encouraged to share good practice in year teams, key stages and as a whole-staff team so that tried and tested approaches that are both effective and efficient can be learned and embedded. This may include advice about how to use time within the school day to provide feedback as well as looking at examples of marking that were useful for the children as well as time efficient.

A balanced approach

It is important to remember that some pieces of work can be 'marked in-depth' and some cannot. It is recommended that all classes employ a balance of teacher and LSA (verbal or written) feedback as well as peer- and self-marked work.

- **Teachers** should make decisions about which pieces of work to deep mark, which to give a light touch to, which to ask children to self-assess and which to ask children to peer-assess. Teachers should also plan in regular opportunities to carry out shared marking of a child's piece of work (possibly from another class) in order to model the marking process and how to give positive and specific advice for next steps.
- **LSAs** should be involved in providing feedback to the children they are working with, including the use of 'Instant feedback' (please see below).
- **Supply teachers** are expected to mark children's books using the school's agreed marking policy.
- **Children** should be taught to self-evaluate and self-mark. This may include: identifying their own strengths and areas for improvement in writing; ticking against a success criteria; marking mathematics or spellings against a given mark scheme. The process of self-assessment improves children's independence and their ability to spot their own mistakes.
- **Children** should also be taught to peer-evaluate and peer-mark, ensuring that there is a focus on what a classmate did well. Children should point out what they like first, using the highlighter pen, and then suggest ways to improve the piece against the learning objective. The 2:1 success to improvement ratio should be followed to avoid over-criticism.

Extended writing will be marked in-depth by the class teacher(s) once every two weeks with detailed feedback about strengths and next steps, for example, using a 'two stars and a wish' approach and/or success criteria. Immersion and skills lessons (in writing, humanities, arts and science) that build up to these longer pieces of writing will contain a balance of teacher verbal feedback, teacher written feedback, peer-assessment and self-assessment.

In mathematics, it is at the teacher's discretion as to how much detail each child needs on a particular day. In most well-taught lessons, where clear modelling and well-pitched work has been set, the majority of children make good or better progress and have demonstrated this in their work. However, there may be a small number of children who have found the lesson tricky; it is these children who need the most detailed feedback in order to help scaffold their learning and give them a second chance at meeting that objective. Again, mathematics books will contain a balance of teacher verbal feedback, teacher written feedback, peer-assessment and self-assessment.

Other books are marked according to the needs of the child and the purpose of the piece of work. For example, handwriting is best marked with the child during the lesson so that the child can watch and see **how** to form a particular letter shape or join. Spelling can be marked by peers or self and then corrected by the child there and then.

A traffic light system is used when marking all pieces of work. This relates directly to the WALT. The teacher will lead the children in reflecting on the work they have completed and how this was linked to the WALT (objective).

Red – I need direct help from the teacher to explain this to me again

Yellow – I need another chance to practise this so I understand it fully

Green – I understand and am ready to move on.

This system informs planning for future learning opportunities in order to revisit, differentiate, support and challenge.

Instant feedback

Where appropriate, teachers are encouraged to use 'instant feedback' within lessons as a means of providing in-the-moment areas for improvement for children to address by the end of the lesson. This is recorded in the child's book according to the marking code and circled in pink highlighter. After the lesson, the teacher then just checks if the feedback has been listened to and the work improved rather than marking for a second time. This can be indicated with a green tick next to the pink target.

Responding to marking

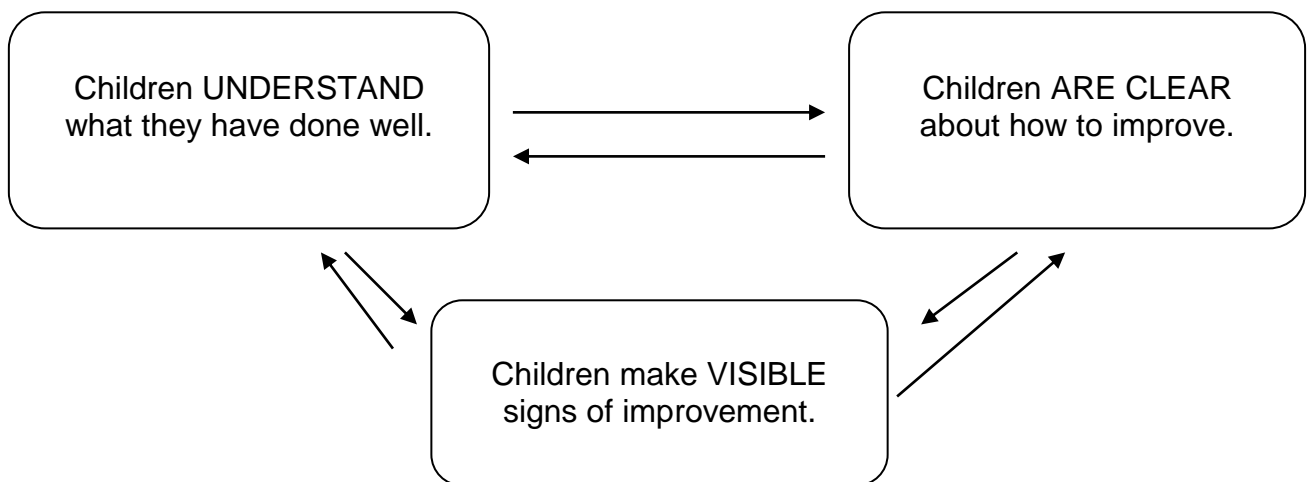
Children respond to marking using red pens so that it is clear how they have improved in response to feedback. The type of responding that children will engage in is dependent upon the type of lesson being taught and the level of understanding that each child demonstrates in their work. For example, responses may include:

- Correcting secretarial errors such as punctuation
- Practising spellings according to the marking code (no more than two spelling per page)
- Choosing a different word that has more impact on the reader
- Rewriting a sentence or paragraph to improve the content
- Trying another question now that misconceptions have been addressed
- Trying a challenge question if the basic skill has been understood and demonstrated

For corrections and improvements to be clear, children should not use rubbers to erase mistakes; rather, they should use a single straight line (using a ruler) to cross out the mistake and re-do their work in red pen.

Conclusion

At Southville Primary School we believe feeding back to the children is a vital element to every child making progress in all areas of their learning.



Marking Codes

Reception & Year 1 Marking Code



Remember to use finger spaces between words.



A full stop goes here to end this sentence.



You should have used a capital letter or a lower-case letter here.

spx3

Please practice this spelling three times.



Green for great! You did this so well



Instant feedback — try to improve this by the end of the lesson



Blue for review. Please correct this in red pen or add some more detail.

Year 2 Marking Code



Remember to use finger spaces between words.



You have missed out some punctuation. I'll show you which mark in the circle.



You should have used a capital letter or a lower-case letter here.



Try including a conjunction here.



Excellent adjective!

spx3

Please practice this spelling three times.



Your sentence doesn't quite make sense. Try again please.



Green for great! You did this so well



Instant feedback — try to improve this by the end of the lesson.



Blue for review. Please correct this in red pen or add some more detail.

KS2 Marking Code



You have missed out some punctuation. I'll show you which mark in the circle.



You should have used a capital letter or a lower-case letter here.



Try including a conjunction here or choose one that makes more sense.



Excellent vocabulary!



Try extending this sentence and adding more detail.



It would make sense to have a new paragraph here.

sp

Please find this spelling in a dictionary to correct it.

spx3

Please practice this spelling three times.



Your sentence doesn't quite make sense. Try again please.



Green for great! You did this so well



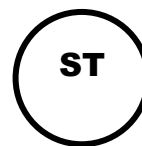
Instant feedback — try to improve this by the end of the lesson.



Blue for review. Please correct this in red pen or add some more detail.



This indicates Guided Work with an adult. If there is no symbol, it is assumed that the work was completed independently.



This indicates that a **Supply Teacher** taught this lesson.