

Feedback and Marking Policy

Purpose and Aims

At St Mary's we agree that feedback is an integral part of assessment. We aim to provide a system of feedback and marking that is **consistent and continuous** across each Key Stage within our school and that enables pupils to make good progress in their learning.

We define feedback as information given to the learner or teacher about the learner's performance relative to learning goals. It should aim to and be capable of producing improvement in pupils' knowledge, skills and understanding. Feedback can be verbal, written or given through digital technology. It can be given by teachers, teaching assistants, parents, adult helpers or peers.

In developing this policy we have made reference to research surrounding effective feedback, workload implications and evidence from the Education Endowment Foundation. We believe that marking should be **meaningful, manageable and motivating** and we aim to support teachers in focusing on the planning and preparation of lessons rather than spending disproportionate amounts of time writing comments in books.

What is effective feedback?

Effective feedback:

- Informs planning and future learning (Where does the learner need to go next?)
- Makes reference to previous learning (What do they already know?)
- Is specific about next steps (How are you going to get there?)
- Is useful
- Is meaningful (not too much)
- Enables children to identify mistakes and how they can improve (next steps)
- Appreciates effort and value pupils' work – acknowledging work.
- Encourages dialogue and improvement by allowing wherever possible specific time for pupils to respond to feedback given.

Key Principles of feedback and marking at St. Mary's CE Primary School

1. Effective feedback enables children to make good progress in their learning.
2. Evidence of feedback and marking is part of formative assessment – its purpose is not linked to providing evidence for any external or internal verification.
3. Written comments should only be used where they are useful and accessible for the children.

4. 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.
5. Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
6. Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, enabling them to make good progress.
7. All pupils' work should be reviewed by the teachers at the earliest opportunity so that it might impact on future learning. When work is reviewed it should be acknowledged in books.

Feedback and Marking in Practice

Teachers evaluate the tasks and activities that the children undertake in lessons and use this information to plan and adjust their teaching accordingly. 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 or task.
3. Review feedback – away from the point of teaching (including written comments).

Type	What it looks like
Immediate	Teacher gathering feedback from teaching in the lesson including: <ul style="list-style-type: none"> • Mini whiteboard work • Marking • Verbal feedback (Teacher/TA to pupil) • Hinge questions • Editing and highlighting work • Self – peer assessment against success criteria Etc....
Summary	Takes place at the end of a lesson or activity: <ul style="list-style-type: none"> • Exit cards • Questions for thinking • Finger voting • Self – peer assessment against success criteria
Review	Takes place away from the point of teaching: <ul style="list-style-type: none"> • Written comments in books • Annotations and corrections in books. • Specific targets given to respond to in future lessons.

Expectations of Marking.

We believe that it is important that teachers acknowledge children’s work in some form. This may be through simple symbols such as ticks, highlighting or comments. Marking is completed in **green pen**.

In EYFS and KS1 written comments will only be used in marking for children who are able to read them and respond independently. Where children are unable to understand written feedback teachers will share verbal feedback with pupils at the earliest appropriate opportunity.

In KS2 written marking and comments should be provided where it has not been possible to provide feedback during the lesson. Where groups of pupils need further support and clarification it would be appropriate for teachers to adjust planning and grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated.

In most cases written comments will be focused on extended pieces of writing or extended tasks. These will allow children’s achievements to be recognized and provide further guidance for future learning.





Addressing incorrect spellings

Teachers will use their own professional judgements on which spellings to correct with children depending on the ability level of the pupil. For higher ability children, teachers put a dot in the margin indicating that there is an error on that line and the child needs to identify the error and correct it. Teachers can also write ‘sp’ in the margin or underline the spelling for children who need more support. In some instances the teacher may ask the child to write the spelling out three times correctly.

Marking Code

Where written marking or annotations are appropriate, the intention is that the minimum teacher time should lead to maximum outcomes. One way we achieve this is through the use of a marking code. The core of this code is set out below although some age appropriate elements may be included in some phases of the school.

Marking	Meaning
Tick	Evidence of where the child is meeting the learning objective.
√√	Where expectation is exceeded
Dot in margin • Sp	Evidence of where a child needs to correct or improve. Spelling

• P	punctuation
'D'	Discussion between the teacher and child has taken place.
CI	Child Initiated (EYFS)
Ⓘ	Independent work
Ⓢ	Supported work
12 x 6 = 68 ●	In Maths a dot is used to show an incorrect answer.
• C	Correct
/	Start new line
//	Start new paragraph
^	Word omitted
	Think bubble..... Next time think about....
	Capital Letter
	Full stop
	Finger Space