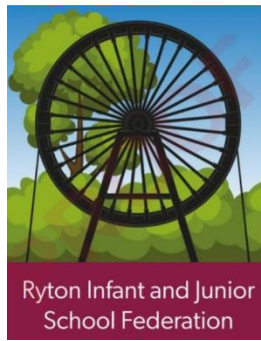


# Marking and Feedback Policy

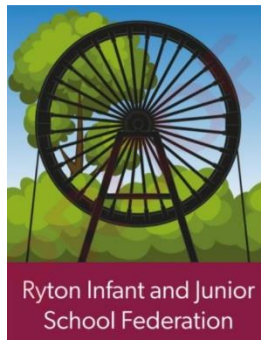


## Rationale

- According to EEF research, feedback has a strongly positive effect on pupil progress
- However, feedback should not always be equated with marking, and there is no evidence that physical marking of pupils' books is more effective than other forms of feedback
- Marking should help to motivate pupils to progress.
- Verbal feedback is the most immediate, easily understood and relevant form of feedback for pupils; it is not necessary to record in writing when verbal feedback has been given
- However, staff should use their professional judgement to use the most appropriate method of feedback depending on the age of their pupils, the subject, the size of the class and the individual needs of pupils
- Consistency across our schools is still important, but this can come from consistent high standards and shared symbols and approaches, rather than unvarying practice
- In a 2018 review of self-assessment by Professor H. Andrade, self-assessment was shown to have a positive effect on pupil progress and pupil's ability to self-regulate their learning
- Staff need to assess pupils' understanding in order to plan effectively to address learners' needs
- They should use a range of strategies for such formative assessment
- We are committed to minimising unnecessary workload for staff and therefore any marking and feedback done must be of benefit to teaching and learning

## Policy

- Staff should use verbal feedback to pupils wherever possible
- Feedback should be precise in order to help pupils to understand how to improve
- As a school we aim to promote, teach and model effective self and peer assessment with pupils
- Staff should explore whole class feedback as a way to efficiently explore common misconceptions
- Pupils should be shown how to redraft their work and respond to feedback and they will be taught to do this with increasing independence throughout KS1 and 2
- Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- Symbols will be used to provide efficient feedback to pupils and these will be taught from year 1 onwards (see appendix- Agreed marking symbols)
- Staff should avoid physically marking books/ worksheets unless necessary

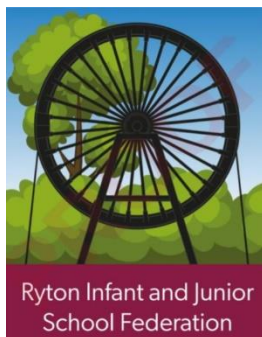


- Staff should avoid unnecessary comments where these do not move learning on
- Approaches such as stampers, focused marking, marking conferences, mastery marking and marking in the moment may be used as appropriate
- Visualisers may be used to peer assess/ provide whole class feedback
- The use of recall quizzes/ tasks or questions at the beginning of each lesson should be used for assessment and also to embed knowledge
- Digital solutions to formative assessment may be used where appropriate eg
  - Testing via online apps/ sites such as Kahoot, Teams
  - Use of existing online learning sites such as TTRockstars, Spelling Shed, MyMaths, Reading Plus and Lexia to gather assessment information
- Staff should use assessment information gathered via a variety of means as a basis of future planning

All staff working with pupils will mark work or provide feedback as appropriate

The review date for this policy will be March 2024

## Appendix 1



### Agreed Marking and Feedback Symbols/ Approaches

**Please note that all pupils should be given time to respond to feedback when given.**

#### EYFS

As a guide to how the work was completed, a green tick plus

I - independently OR

WS - with support of an adult

will be added to work.

The children will also be asked to practice letter formation where appropriate

#### Colour used

##### KS1 and EYFS

Positive comments and areas for improvement- **GREEN**

##### KS2

Positive comments by the teacher/ TA or child when peer or self-assessing- **GREEN**

Areas for improvement by the teacher/ TA or child when peer or self-assessing- **RED**

Child's response to feedback to improve work- **BLUE**

#### Marking Symbols

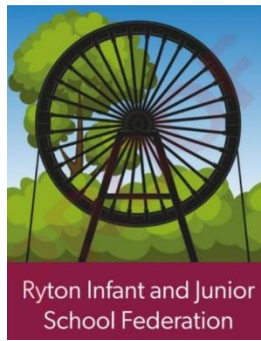
✓ Correct

● Incorrect

PS Pitstop (Written in margin at point of work teaching point is made- reason may be indicated)

**A** Incorrect capital letter

// New paragraph needed



? This is not clear

~~~~~ You need to change this

^ Something is missing

The last 2 symbols may be combined with the following codes to indicate what is missing or needs to change

**con** conjunction/connective

**adj** adjective

**adv** adverb

**adv phrase** adverbial phrase

**mpv** more powerful verb

**sp** spelling error

**p** punctuation

I - independently OR  
WS - with support of an adult  
GW- guided writing  
VF- verbal feedback given

### When Marking symbols are introduced

This may vary according to the needs and abilities of the pupils

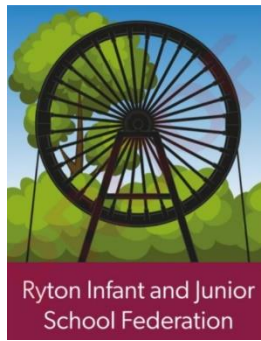
### Year 1

Green tick (correct) and dot (incorrect)

**A** Incorrect capital letter

^ Something is missing





**sp** spelling error

**p** punctuation

I - independently OR

WS - with support of an adult

GW- guided writing

VF- verbal feedback given

Children redraft with an adult

## Year 2

As above plus



This is not clear



You need to change this

**adj** adjective

## Year 3

✓✓ this is really good- can you tell me why?



something isn't right- can you work out what?

**con** conjunction/connective

**adv** adverb



New paragraph needed

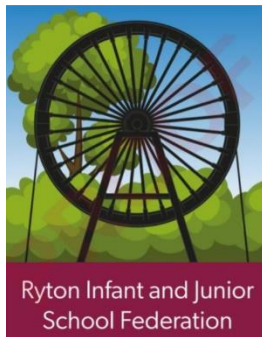
## Year 4

As above

## Year 5

As above plus

**mpv** more powerful verb



## Year 6

As above plus

**adv phrase** adverbial phrase

The children will move from using symbols at the end of the line to symbols at the end of the paragraph or piece of work as children become more independent, as appropriate to the needs of the children.

### **Written Feedback Approaches**

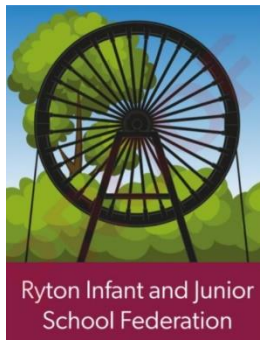
The following agreed feedback approaches may be used as appropriate:

1. Teacher annotates in body of the work only / Child identifies strengths and areas for improvement in blue below work.
2. Teacher uses symbols in the margin only to promote independence
3. Teacher identifies strengths and areas for improvement in green and red below work only/ Child annotates in body of the work in blue.
4. Teacher puts a double tick next to best parts of the work ✓✓ / Child adds the reason for the double tick.
5. Teacher draws a magnifying glass next to a mistake 🔍 / Child identifies and corrects mistake.
6. Pupils peer assess work using the 'One book on top of the other' approach. (NB pupils will need to be taught how to do this)
7. Pupils self-assess

### **Teacher/Teaching Assistant Handwriting**

This should follow the style of the 'Penpals' Handwriting Scheme used by the school and be printed until the child is able to read joined handwriting.

An example of this style of handwriting is below:



*Slow and steady wins the race.*

*Many hands make light work.*

*Every cloud has a silver lining.*

*Look before you leap.*

*Too many cooks spoil the broth.*

### **Dates, Learning Objectives and Steps to Success**

**Year 1-** work towards long date in English and short date in maths (depending on the needs of the child) Title written in by teacher- some children may start to do this towards the end of Y1

**Year 2-** long date in English and short date in maths (unless the child's needs make this inappropriate) Title written in by children in most cases

**Year 3 onwards** long date in English and short date in maths. Learning objective (lesson focus) written as title

Staff may wish to provide checklists of success criteria to help pupils remember stages in a task or to highlight features/ information which should be included, as appropriate to the task and the pupils' needs. These will be called Steps to Success.

Staff may tick criteria/ steps achieved in **GREEN**

Area for improvement may be circled in **RED**

Child self or peer assessment ticked in **BLUE improvement pen/ pencil**