

Believe, Aspire, Learn, Achieve

Feedback and Marking Policy

Yohden Primary School

Date approved by Governors: September 2023

Review date: September 2024

At Yohden Primary School we recognise the importance of feedback as part of the teaching and 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 the research surrounding effective feedback.

Our policy is underpinned by the best practice from the Education Endowment Foundation and other expert organisations. Their research showed that effective feedback should:

- Redirect or refocus the teacher's or child's actions to achieve a goal.
- Be specific, clear and accurate.
- Encourage and support further effort.
- Be meaningful.
- Provide specific guidance on how to improve and not tell children when they are wrong.

We want to ensure that marking at Yohden Primary School is meaningful, manageable and motivating in line with the recommendations of the DfE.

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

Where opportunities arise, children can be given the opportunity to mark their learning so that they have immediate feedback and improvements can be made during this opportunity

- No child's book should be opened unmarked.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Live feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Deep review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger children. As a school, we place considerable emphasis on the provision of live feedback. Where feedback is based on a deep review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Yohden Primary School, these stages can be seen in the following practices:

Feedback Type	What it looks like	Evidence
Live Feedback	<ul style="list-style-type: none"> • Takes place in lessons with individual children. • Often given verbally for immediate action in purple pen. • May involve the use of support staff to provide further support or challenge. • May redirect the focus of the task. • May involve the use of marking codes 	<ul style="list-style-type: none"> • Lesson observations/ Learning walks • Some evidence of the marking codes and highlighting in books. • Annotation of planning to show group work undertaken.
Summary Feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves groups or whole class. • Provides the opportunity to evaluate learning in the lesson. • May guide a teacher's further use of review feedback 	<ul style="list-style-type: none"> • Lesson observations/ Learning walks • Whole class/Group intervention identified in children's books. • Annotation of planning to show whole class or group review undertaken.

	focusing on an area of need.	
Deep Review Feedback	<ul style="list-style-type: none"> • Takes place away from the lesson. • Will involve written comments to read/respond to. • Provides opportunities for assessment. • Takes place on a regular stated basis. • Leads to future lessons being adapted. • Leads to further target setting for children to work towards. 	<ul style="list-style-type: none"> • Written comments in books and children's responses where appropriate. • Adaptions to future planning.

How we mark our work:

- All marking is to be carried out in red pen- a tick for correct, a red dot for an incorrect answer.
- Corrections will be completed in purple pen
- LO will be highlighted in green if achieved, left blank if it is not achieved.
- All marking is to be completed in a clear legible handwriting style aligned to the school handwriting policy.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment
- There should be a mix of 'live marking' and marking for assessment purposes.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- Children can mark their work in purple pen then with additional teacher marking
- Supply staff will be provided with a copy of this policy on arrival into school. Any marking completed by supply staff will be initialed.

Maths Work

Using teacher's professional judgement, a challenge should be to be offered to children on a weekly basis when they have shown they are secure or within the lesson to further develop their learning.

These should be based on the prompts in appendix 2 where applicable. This is especially the case if children got most or all of their work correct.

Challenges should be differentiated to each child and be used to help support assessments.

Challenge may be in the form of fluency, reasoning and problem solving. Children may also be offered additional questions similar to the ones they have incorrect which should be answered following intervention.

English Work

LO highlighted in green if achieved. VF should be carried out throughout the lesson along with margin marking. If there is a misconception this will need to be addressed on a group, class or individual basis either within the lesson or the next day as appropriate.

Comprehension/Guided reading task

- Ticks for correct work. Give scaffold to complete sentence i.e. the sentence starter if work is incorrect. VF should be carried out throughout the lesson and use of group or class intervention if needed.

Written GPS activity

- Ticks for correct work. Must correct any incorrect work during the lesson or the day after the lesson i.e. intervention the next lesson.

Handwriting Practice

- Highlight in green where the best piece is i.e. a join.
- VF where required.
- If a letter or join needs practicing, put in yellow highlighter below the work for children to go over and further practice.
- Pupils to maintain this standard

Spelling Tests

- Tick and dots. Must correct any incorrect spelling either in the lesson if picked up on, if not the next day. Corrections to be made in purple.
- Spelling slips with scores sent home the day of the test for immediate feedback.

Foundation Subjects

- Immediate feedback given in lessons where appropriate including verbal and written feedback.
- LO highlighted in green if achieved.
- If there is a misconception of knowledge or understanding this will be addressed on a group, class or individual basis in the next lesson.
- Basic skills will be addressed in all aspects of learning e.g number, letter reversal, handwriting formation, spelling errors that should be spelled correctly for the individual learner and grammar expectations.

Challenges should be given at least once per half term in foundation subjects.

Art Work

Art work will be completed in children's sketch books. Marking will be minimal due to the nature of the pieces.

Responding to Comments

Pupil response to comments should be made in purple so that it is clear they have been completed. Some work will be verbally assessed, teachers again should ensure that comments are constructive, aimed at helping the child to attain a higher level and emphasising the good work already being done.

Catchup Sessions

When misconceptions arise that are not successfully corrected, intervention should be provided for those children.

This could be an individual, group or whole class intervention which will be marked in the pupil's book as 'group intervention' or a class intervention which will be marked in the pupil's book as 'class intervention'.

Marking is only of value if comments are read and responded to/regarded. Ideally, marking should become part of a developing dialogue resulting in pupil progress, for example; a pupil writes, the writing is marked and in her / his subsequent work the pupil incorporates suggestions. Marking will take on a positive, rather than negative, form.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

Appendix 1

Marking Codes

CL-Capital letter

FS-Full stop


___-Finger space

G-Grammar (Be specific)

P-Punctuation (Be specific e.g. KS1 !, ? etc)

//-Paragraph

SW-Supported work

 -challenge

Appendix 2

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/ Grammar)	Now try these... (extension questions/ Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: Eg. $2 + _ = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	
Improve this sentence by adding	
Tell me ... that have ...? Tell me two sentences that have adverbials.	Tell me ... that have ...? Tell me two numbers that have a difference of 12.
What ... would you use to...? ^[SEP] e.g. What word would you use show me what the character is feeling?	What ... would you use to...? ^[SEP] e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42? What is another ... (method that might have worked?)
Please write another ... connective/sentence that shows me how the caterpillar moved.	
Show me how you think this sentence would work with... adverbials/connectives/ adjectives.	Show me how you think this will work with... other numbers/3 digit numbers?
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? ^[SEP] e.g. What would happen if you started with 52?
What new words have you used today? What do they mean?	What new words today? What do they mean? What maths words also mean...?

Would it work with different numbers?

What if you could only use...?^[11]_[SEP]
e.g. Short sentences, complex sentences,
The adjectives for sight and sound?

What if you could only use ...?^[11]_[SEP]
e.g. Multiples of 5, 3 digit numbers,
numbers less than 0?

What if you could not use...?
What if you could only use...?
Short sentences, simple sentences, the adjectives for
sight?

What if you could not use...?
Multiples of 5, 3 digit numbers,
numbers less than 0, one digit numbers?