

West Haddon Endowed C of E Primary School

Policy Document

FEEDBACK AND MARKING POLICY

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

School Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

Prepared by:	D. Armstrong	First Issued:	February 2014
Approved by:	Governing Body	Last reviewed:	October 2024
Page 1 of 8		Next review due:	October 2027

1. Purpose of the policy

This policy reflects the aims and values of West Haddon Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on the school's approach to marking and feedback of learning.
- Set out the children's entitlement to have high quality marking and feedback to help their learning and understanding progress.
- Set out the type of marking and feedback.
- Set out the frequency of marking for the different subjects.
- Provide Ofsted inspectors with evidence of marking and feedback implementation.

This policy will be available on our school website:

<https://westhaddonprimary.net/about-us/school-policies/>

2. Intent

Feedback is an integral and important part of teaching and learning. We know this from many studies and extensive research. As stated in the research completed by the Education Endowment Foundation in April 2016, high quality feedback has a profound impact on children's learning as well as the progress they make within the curriculum. At West Haddon Endowed CE Primary, our intent is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning which leads to excellent progress and attainment. Effective feedback, and the contribution it makes to high levels of progress and attainment, plays an important part in realising the school's vision of every child attaining an outstanding education and reaching their full potential.

3. Aims and outcomes

Feedback should:

- Be an integral part of the process of teaching which is evident in all lessons.
- Be a two way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Use a range of strategies in order to support both the child and teacher. Some of these strategies will insist on the child responding, correcting or completing a written task.

- Look different in different year groups across school and be 'age-appropriate'.
- Be completed by all adults working with children and should not be left solely to be completed by the teacher.

4. Implementation

4.1 Entitlements

Every child is entitled to:

- Know when and where they have made progress.
- Know where and how they need to improve.
- Have all work in books marked (unless in sketch books).
- Have at least one piece of maths learning 'in-depth' marked each week.
- Have at least two pieces of English 'in-depth' marked each week.
- Have at least one piece of Science, RE, History, Geography, DT (when taught) and French (where applicable) learning 'in-depth' marked each small term.
- Know that green highlighted work identifies where there have been particular success within the work.
- Know that a response is required by the child through the use of a pink highlight.
- Be given quality time to respond to marking comments.

4.2 Types of Feedback for Children

Feedback should include a balance of:

- Acknowledgement marking.
- Incidental marking.
- Funnel marking – guiding children's learning during the lesson.
- Verbal feedback to individuals, groups and whole class.
- In-depth marking.
- APP marking.
- Peer marking.
- Self-marking.

Acknowledgement Marking

Marking will acknowledge that work is completed (with a tick, a 'well done'). A dot is used to indicate an error. Teachers/adults mark using a blue pen.

Incidental Marking

Alongside acknowledgement marking there may be some 'incidental' comments to move a child's learning on. These will be easily identified by the colours pink (response required) and green (identifying a positive). Incidental marking can also be marking that holds the children to account. For example: Rewrite the date

using a capital letter for proper nouns. Adults write in blue pen and children respond in green.

Funnel Marking

Incidental marking at the point of learning (funnel marking) can be a powerful way of helping children to address misconceptions and make progress within a lesson. Teacher and adult supported groups provide an ideal opportunity to mark alongside a child, with the adult verbalising as well as recording their thoughts and annotating using the pink and green colours.

Verbal Feedback

All children benefit from verbal feedback as this can be immediate and often can explain in more detail strengths and areas for improvement. For younger children, reading comments can be difficult and can reduce the impact. Adults indicate if the feedback has been given verbally by putting a V on the work however, still write a brief comment relating to the verbal feedback given.

'In-depth' Marking

Throughout the week each child will have at least one piece of maths and two pieces of English work that is marked in-depth. In-depth marking of history/ geography, science, DT (when taught), French (when applicable) and RE will happen each small term. How the weekly/ termly entitlements can be at the teacher's discretion, e.g. focus on one literacy group per day, or all books once a week.

In depth marking is carried out along the lines of Shirley Clarke's 'close-the-gap' marking:

- Children need to be given time to respond to comments. They need to be in the habit of checking for and responding to comments at the start of the lesson. Children respond to comments in green pen.
- A range of imperative verbs are used to open these comments to ensure that the child is aware that a response is required for example: *explain, describe, correct, do, re-write, circle, add.*
- Using the green highlighter, highlight positive aspects of the learning within the work or making a more detailed comment where necessary.
- An area of development is identified using the pink highlighter in the work itself or as a written comment.

For example

KTP: To write a simple sentence.

Theyflew past twohouse Thesecond one went in and they watched television After that theyjumped home.

- You have remembered your capital letters. Well done!
- Rewrite with clear finger spaces and missing punctuation.

KTP: To know how to write in the third person.

The robotic figure **harry** looks through his telescope, searching for a green cloud to set free the black dragon. The robot says to the dragon "We will be there straight away, don't worry" "OK as long as I'm not late, they leave at 12.00, and I don't want to miss them it would be sad if I missed them" **said the dragon**. The air ship set off it went very fast. **I** set off to free the dragon.

Harry went to warm the air ship up, **I** found a box, he opened it up, there was a picture of his family inside. **He** started to cry, so he took it outside, and he dropped it overboard. The dragon said "You know you can't rescue that now"

The developmental comment can be differentiated by giving options for lower ability children:

Look at the pink. Circle the example written in the third person?

I found a box

he found a box

Some pieces will lend themselves to 3 levels of differentiation. For example, developmental comments for a KTP on adding descriptions could look like:

Slowly the cat crept across lawn.

underline the describing words you could use to make you sentence more interesting.

black cat

lazy cat

Or ...

up-level your pink sentence using interesting adjectives.

Or ...

Look at the paragraph with your pink sentence in. up-level this paragraph by adding some interesting adjectives, a simile or even add a description using senses.

In depth marking should also include a balance of probing questions that encourage reflection, deeper thinking or problem solving. For example, in RE this might be in the form of a question that invites children to consider how the world would be different if all people cared for the poor. In maths, this might be in the form of answering a reasoning-type question, applying some recent learning.

In depth marking can periodically, but not exclusively, be completed as whole class activity at the start of the lesson. Children's work is marked in advance and coded with one of 3 letters: **R** = revisit (for children who have generally understood the learning but could do with some more practise); **M** = move on (for

children who are confident and are now ready to apply the learning in different contexts); **A** = Adult support for further work (for children who would benefit from some more direct teaching, e.g. to deal with a misconception). At the start of the lesson, the next step activities for **R** and **M** are displayed, and these children work independently at these tasks:

R	M
$\frac{1}{3} + \frac{2}{6} =$ $\frac{4}{12} + \frac{2}{6} + \frac{1}{3} =$	<p>1.</p> <div style="text-align: center;"> </div> <p>3.</p> <div style="text-align: center;"> </div>

The teacher or TA then works directly with the **A** group. Once children have completed their activities, mark **R** and **M** with the children.

APP Marking

Assessing Pupil Progress sheets are used in writing to inform children of their successes and guide their next-steps in learning. They progressively list key skills, knowledge and understanding in the subject. Success is indicated with a green mark or tick; adults identify next-steps with a pink mark, or mark in the relevant section. APP sheets guide children to self-assess as they progress through the school (with a column identified with M: me), peer assess (with P: partner) and teacher assess (with T: teacher). APP can be used as a tool for children to monitor their progress (e.g. completing just the P section) or P and T sections for a summative assessment against a number of final written pieces.

Peer Marking

Sometimes children will peer-mark another child's work. This tool is used particularly for older children in Key Stage 2 but can be used for all ages of children. In particular, we would expect Key Stage 2 children to be using the peer review when completing APP sheets for writing. Peer marking should also include positive comments and a developmental comment. When children peer-mark, this should be in purple. This marking should, however, be reviewed by the teacher and acknowledged or corrected at the end of the session.



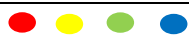
Self-marking

Some subjects, such as mathematics and grammar, lend themselves to children self-marking as the lesson progresses. Answers are provided to the questions given and the children mark their work after completing a small number of questions. The aim of self-marking is to enable children to assess their progress throughout the lesson, allowing them to make independent choices about when to

move up or down the steps to success within the lesson. This approach also allows children to know when they are 'off track' and might benefit from some assistance. Self-marking is carried out using a green pen. When a child self-marks, an adult will check the work and acknowledgement mark. An adult may also decide that some in-depth marking is required as well particularly if corrections are necessary.

Coding

The assumption is that all children work independently. Where this is not the case, codes are used.

YB	Yellow Book (additional intervention required). The work in books is title intervention.
I	Work completed independently (KS1 and 2 children are expected to work independently all the time so will be rarely used).
WS	High level of 1:1
V	Verbal feedback given. This sign may be followed with a brief comment about the discussion, e.g. a prompt to remind the adult of the conversation.
	Particular successes in learning.
	Improvement required. The child must respond.
	A coloured indicates the child's work within the steps to success

5. Impact

What should be visible in books?

Feedback – evidenced through pupil voice

Clear dialogue so that children are clear about what they are succeeding at and where improvements are needed.

Holding children to account in order to ensure that high standards are upheld in all areas, and in particular presentation, handwriting and punctuation.

In Books – Maths, English, History, Geography, French, RE (Faith & Values), DT, Computing, PHSE (Jigsaw Journals) and Science

All work to be marked using acknowledgement marking, incidental marking, holding children to account or funnel marking. Codings will be used appropriately to indicate verbal feedback and independent work.

Self (green pen) and peer marking (purple pen) will be evident. It is expected that teachers will review this work and comment when necessary or acknowledge mark. Peer marking is used when children can effectively feedback - mainly children in Years 2 – 6.

Children who are not on track to meet their end of year target will receive feedback either verbal or written more than once a week.

Full APP summative assessments to be completed after every big-term writing cycle.

History/ Geography, DT (when taught), French (where applicable), RE and Science to be in-depth marked at least once per (small) term.

6. Roles and responsibilities

6.1 Headteacher

The headteacher at our school will:

- Support staff through the provision of training and resources
- Ensure the monitoring and delivery of this policy
- Ensure this policy is reviewed according to the timescales set out

6.2 Classroom teachers and classroom staff

Classroom teachers and adults working the classroom will:

- Mark and respond to children's work according to the principles laid out in this policy

7. Inclusion

Teachers mark and respond to the work of pupils with SEN and/or disabilities in adaptive ways, where required, to ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English.

Further information can be found in our Inclusion Policy (which incorporates the Special Educational Needs Information Report and Policy).

8. Links to other Policies

Curriculum Map
Teaching and Learning Policy
Behaviour Policy

9. Monitoring and review

This policy will be reviewed by staff and governors every 3 years