



# Marking and Feedback Policy

## Introduction

This Marking and Feedback Policy is designed to prioritize effective feedback for primary school children while ensuring that it does not overburden teachers' workload. The policy aims to promote a supportive learning environment where children receive constructive feedback, have opportunities for challenge and improvement, and can actively engage in self-assessment. It is also an essential diagnostic tool for establishing what to teach next, key misconceptions and opportunities for self-reflection on behalf of the teacher.

## Notation and Teacher Marking

Teachers should use a **blue pen** for marking to facilitate easy monitoring.

**GG** notation (Guided Group) should be used when a child has received instruction and guidance within a small group setting.

✓✓ Teachers must ensure that learning objectives are double-ticked if they believe the child has understood the lesson content.

**S** (Supported on a 1 to 1 Basis) The "S" notation should be used when a child has received individual support from an adult.

**VF** (Verbal Feedback) During a lesson, it may be pertinent to give instant feedback. This should be used to highlight that the child has had a verbal interaction with an adult.

→ (Next steps) Where a teacher is indicating the next stage in learning, usually accompanying a written comment, the next step arrow should be used to highlight this

## Pupil Corrections and Self-Assessment:

Children should correct their work by writing a purple asterisk (\*) next to the incorrect answer.

After the asterisk, children should make corrections in pencil.

Children should self-assess their work using a purple pen, indicating areas they feel confident about and areas where they need help. Once again, if any extra detail is required following the self-assessment, this should be written in pencil following on from a purple asterisk (\*).

## Feedback Frequency and Content for Maths

### Frequency of Written Comments:

All children's work should be marked before they begin their next lesson. Children should receive a minimum of two written comments per week in their mathematics work.

### Nature of Feedback:

Feedback should be diagnostic and specific, aiming to identify areas of improvement.

Encouragement is valuable but should be specific to the child's achievements.

If a child consistently answers questions correctly, an extra challenge should be provided to further stimulate their mathematical thinking.

Teachers' comments should be clear and constructive, focusing on areas of improvement.

## Feedback Frequency and Content for Writing

### Frequency of Written Comments:

All children's work should be marked before they begin their next lesson. Children should receive written feedback when it is appropriate and at least once a week. At the end of a writing unit, an extended piece of writing is completed, and these pieces must always receive written feedback.

### Nature of Feedback:

Comments should focus on national curriculum expectations, age-related spelling lists, the school's handwriting scheme and may include general comments about presentation.

Feedback should be diagnostic and specific, aiming to identify areas of improvement.

Encouragement is valuable but should be specific to the child's achievements.

## Feedback for Wider Curriculum and science

### Frequency of Written Comments:

All children's work should be marked before they begin their next lesson. Verbal feedback and marking in the lesson should be prioritised for two reasons:

- Marking during the lesson is going to have more of an impact rather than written comments as on most occasions, children will not be returning to the subject until a week later. Therefore, this will limit the impact of the feedback if written in the book.
- This will enable us to reduce teacher workload so that teachers' can prioritise the marking of subjects where feedback will have the biggest impact.

### Extended Writing Feedback:

Any extended writing should receive the same quality of marking as if it were in the children's literacy book. Whilst the emphasis will be primarily on the subject knowledge being taught, spellings, handwriting, presentation and grammar should still be corrected in line with the children's literacy targets.

## Feedback for computing, PE, Art and Design and Music

This marking policy seeks to aim Computing, PE (Physical Education), Art and Design, and Music. While written feedback remains an essential component of assessing and supporting students' learning, in these subjects, teachers may often employ alternative strategies when providing feedback.

### Computing:

Computing assignments often involve coding, problem-solving, and technical skills that take place on a computer. Feedback in the form of code comments and debugging guidance on the 'purple mash' platform or in-class discussions may be used for more practical and immediate intervention

### PE (Physical Education):

PE focuses on physical skills and activities. Therefore, verbal feedback and real-time coaching during practical sessions will be used to correct form, technique, and performance.

### Art and Design:

Verbal discussions, peer assessing, and visual demonstrations allow for immediate feedback on creative choices and techniques. When written comments are necessary, they will not be written onto the artwork but placed on post-it notes attached to the children's pieces of art of design.

### Music:

Music education involves playing instruments, singing, and understanding musical theory. Real-time feedback during practice, group rehearsals, and one-on-one coaching are crucial for refining musical skills and interpretation and will be prioritised over written feedback.

### **Timely and Appropriate Feedback**

In these subjects, timely and context-specific verbal feedback can be more crucial than written comments. Providing feedback immediately during or after an activity allows students to make immediate adjustments, improving their understanding and performance.

### **Encouraging Communication and Collaboration**

Fostering open communication, collaboration, and peer feedback in these subjects is essential. Verbal interactions and group discussions create a supportive learning environment, encouraging students to learn from one another.

### **Teacher Discretion**

While written comments may not be the primary mode of feedback in these subjects, teachers retain the discretion to provide written feedback when it is deemed necessary or when specific learning objectives align with written assessments.

Finally, whilst written comments may not feature as often in these subjects, that does not take away the monitoring, assessment and self-reflection teachers will have on each lesson. It is essential that at every stage of the learning process, teachers are adapting their pedagogy to suit the needs of learners.

## **Feedback Time**

It is important that time is put aside either at the start of the day or before they begin their next lesson for children to respond to any feedback.

- When answers are wrong, students should have time to find and correct their mistakes themselves.
- Teachers decide which mistakes to review if there are multiple errors.
- If no errors, students complete a next step to deepen understanding, given verbally or written in their book.
- Students can check answers themselves or with a peer.
- Teachers may comment on number formation and presentation to emphasize high standards.

## **Role of other adults in feedback**

All classroom staff should use this policy. Best practice is constant dialogue amongst adults in the classroom discussing where children are in their learning journey. Through effective direction from a teacher, teaching assistants can support in the day to day marking and feedback process. However, detailed marking should always be left to a teacher. It is important that those instances where the teaching assistant is supporting the teacher with marking, that the teaching assistant discusses with the teacher significant information gleaned from the marking session.

Verbal feedback must be specific, highlighting positives and next steps tied to success criteria.

Teachers should engage parents in the 'feedback loop' so enable them to provide effective support with homework.

## **Implementation and Monitoring**

The headteacher and subject leaders will regularly look at the marking policy and children's books to ensure consistency and effectiveness.