



'Love bears all things, believes all things, hopes all things, endures all things.'
1 Corinthians

Marking & Feedback Policy

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Introduction

At All Saints we believe that all marking should have a clear purpose for the child, or the teacher linked to the learning that has taken place during the lesson. Marking should provide constructive feedback to every child, focussing on success and how to improve against the learning objectives. In order for the children in our school to feel secure and confident in their receipt and engagement in their feedback, we aim to have a consistent approach to the marking symbols used by individual teachers and therefore have an age-appropriate school marking code, which is displayed in each classroom. The impact of our approach to marking and feedback is that children are enabled to become more reflective learners and to critically think whilst nurturing and helping them close the gap between current and desired performance,

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

Research Evidence

The approach to marking and feedback at All Saints is based on the findings of the EEF (Education Endowment Foundation) research into 'Teacher Feedback to Improve Pupil Outcomes'. The following are the key recommendations which as a school we have used to underpin our policy:

1. Ensure high-quality initial instruction
2. Deliver appropriately time feedback that focused on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a policy that prioritises and exemplifies examples of effective feedback

Principles of marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work. These age appropriate marking guidelines are displayed in each classroom (these marking guidelines are available in the appendices).
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- Wherever possible, the child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in a contrasting colour
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can be used to identify a particular area of difficulty.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.

Presentation of work

In all forms of written work pupils should be encouraged towards neatness of presentation and correct formation of letters and numerals. Pupils should be encouraged to try their very best in every learning task and each piece of work must be completed to a high standard. Where a child requires additional support with handwriting and general presentation, extra intervention will be provided.

English marking and feedback strategies:

At the end of extended writing pieces, teachers will provide a 'tickled pink' comment, acknowledging the positive aspects of the work and progress made. They will also provide, where appropriate, a 'growing green' comment identifying next steps.

Marking is in accordance with the lesson objective and the child's own personal learning targets.

Wherever possible, pupils must be able to read and respond to the comments made, and be given time to do so. Where the pupil is not able to read and respond, verbal feedback is given and VF is written in their book.

Feedback may also be used to identify a particular area of difficulty.

Errors that were made by many children should be noted in planning.

Incorrect letter formation should be addressed by showing a correct example underneath for the children to follow.

Children are encouraged to mark their work and edit their answers to improve them during the lesson.

Spellings

Spelling errors of taught spelling patterns should be underlined in green, marked Sp in the margin and the pupil should correctly write the spelling out three times under the piece of work. If the incorrect spelling is new vocabulary, the correct spelling should be offered and again, the pupils write this three times below.

Persistent incorrect spellings should be identified by the teacher and the pupil encouraged to learn and then apply them in written work. Progress of this is monitored by teachers.

In other subject areas, spelling errors of key vocabulary are underlined, correct spellings given and pupils are expected to write their corrections.

Maths marking and feedback strategies:

- Provide regular opportunities within lessons for discussion of answers and strategies (teacher / pupil and pupil / pupil) to support pupils' reasoning skills and check and deepen their understanding. Verbal feedback within maths lessons is the most powerful way of moving learning on for that child.
- VF – where verbal feedback has been given to the child during the lesson.
- Pink ticks for correct answers and where possible this marking should be done with the child present
- Written pink comments to focus on the learning content for that lesson or increased confidence in a particular skill
- Green dot next to infrequent incorrect answers with a box provided next to the work (where possible) for the child to write their revised answer. Children are not to rub out answers once their work has been marked.
- If the child has made multiple mistakes, this shows lack of understanding and will need intervention from an adult to address the misconception. In this case, do not use excessive green marking.

- Written green comments to provide questions that support the child to correct an incorrect response; give challenge tasks or to identify areas to reflect and improve on.
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Wider curriculum guidance

- Feedback should be linked to learning objective and/or success criteria.
- Key vocabulary for lesson to be used and spelt correctly.
- Reflective questions that encourage children to explain and justify their opinions.
- Open ended questions that require children to deepen their knowledge and understanding.
- Reference to skills and key concepts within the lesson.

EYFS feedback strategies:

Yellow highlighter – support writing

Green highlighter –reversals

In the EYFS feedback is usually given in the moment to move the learning on.

Questioning Examples:

“I wonder....”

“What if.....?”

“How can....?”

“Why.....?”

“Can you explain to me?”

“Can you show me another way?”

“How do you know you’re right?”

“What do you want to learn next?”


Responding to marking time:

In order for written marking to be effective, pupils need to be provided with the time to respond with any developmental comments provided. This time is built into each class in an individualised way, suited to the age and the stage of the children.

Active marking:

We view active marking as an effective means of providing timely and effective feedback to pupils, whilst also supporting the workload of the class teacher. Teaching assistants take opportunities within lessons to 'live mark' work in line with the school marking codes. In this way, misconceptions can be addressed early supporting the progress of the pupils in the class.

Appendix 1 –

School Marking Code		Key Stage adaptations	
Success	Pink Highlighting	Fantastic work which achieves the Learning Objective	
	✓	Correct	
Improvement	Green Highlighting	Work which needs improving highlighted and if appropriate give a target for improvement	
	.	Incorrect	
	The [^] was walking to the shops.	Words missing	Key stage 1 – word may be inserted
	sp Green Highlighting	Spelling error	
	P	Punctuation error	
	//	Start a new line or paragraph	
	??	Something does not make sense.	
		Improve word / phrasing	

Support	G	Support from a Group Teacher/Teaching Assistant to complete the task (give support ratio e.g. 1:1)	
	I	Work completed independently	
	VF	Verbal feedback Support from a Class Teacher to complete the task (give support ratio e.g. 1:1)	