



Hillside Primary School

'Achieving greatness
together'

Feedback & Marking Policy

Approved January 2024



We are committed to:

- ***Ensuring the school is welcoming and safe for everyone***
- ***Ensuring the delivery of an ambitious, rich curriculum***
- ***Encouraging all children to develop a passion for learning***
- ***Growing strong relationships with our families***
- ***Growing effective leaders, excellent teachers and successful children***

Introduction

At Hillside Primary School, we recognise the importance of providing meaningful feedback so we emphasise high expectations and fully believe pupils can meet them. We have designed this Feedback and Marking Policy ensuring the principles of effective feedback are prioritised and exemplified. Staff give high quality feedback to support: pupil progress, building learning, addressing misunderstandings, targeting the specific learning gaps that pupils exhibit and thereby closing the gap between where a pupil is and where the teacher wants them to be. Staff discuss the purpose of feedback by modelling its use, providing clear, concise, and focused feedback (sometimes less is more!) and ensure pupils understand the feedback given.

As a school we are mindful of workload implications of excessive written marking and the impact on staff well-being. The following strategies are embedded within this policy to support staff workload:

- coded marking;
- live marking
- ‘thinking like the teacher’ (where pupils correct mistakes before handing work in)
- verbal feedback delivered during the lesson



Rather than being prescriptive, staff select the most appropriate method in which feedback is delivered e.g. written, verbal, frequency and timing. These decisions are made by teachers in the classroom in response to situations as they arise.

Education Endowment Foundation research has supported our decision making when specifying our expectations. Research shows that effective feedback should:

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

Teaching and Learning strategies to support effective feedback

Before providing feedback, teachers provide high quality instruction, including the use of formative assessment strategies and sharing the learning intention. High quality instruction will reduce the work that feedback needs to do.

Please refer to the Hillside Teaching and Learning Policy for more information.

How pupils will receive and use feedback at Hillside

Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in staff and their capacity to receive information will ensure the effectiveness of feedback. Staff implement strategies that encourage learners to welcome feedback and we monitor its effectiveness. Staff also provide regular opportunities for learners to use feedback so that pupil learning can progress.

Whole Class Feedback during the lesson

- The focus of whole class feedback focuses on moving learning forwards.
- Teachers will provide whole class feedback opportunities and will share the reason for feedback given. Time will be given for children to respond using a **green** pen.

Self-assessment and response during the lesson

- It is expected that pupils will carry out regular self-assessments. This will include the opportunity to reflect on their individual progress and for learners to identify their next step targets and will link to the learning intention and success criteria. - (See Appendix 1)

Peer assessment during the lesson

- It is expected that pupils will carry out regular peer assessment. Each child will work with their learning partner to identify successes and next steps, linked to the learning intention and success criteria. Peer Assessment can be verbal or written depending on the age and ability of the children involved. Pupils will use the TAG model - (See Appendix 2) or other age appropriate peer assessment technique.
- Written peer assessments given to a child by a partner are to be written in their book using a **green** pen. Peer Assessed by.... with a written statement linked to success criteria.

Live feedback during the lesson

- We recognise that live feedback has the greatest impact in supporting children's learning. Throughout the lesson, staff will praise, prompt and identify next steps to progress a child's learning. This could include: further questioning, scaffolding, modelling and using the strategies and resources available e.g. shared writing, key vocabulary, the working wall, modelled text/examples, practical equipment, additional resources.



- Where feedback has been solely verbal, the code **VF** will be used with a brief annotation (teachers will use a **pink** pen to identify success and a **green** pen to identify next steps). The child will respond to next steps with their **green** pen.

Detailed written marking - (See Appendix 4)

- We recognise that written feedback is effective when it follows a high quality foundation, is timed appropriately, focuses on the task, subject and/ or self-regulation which is then used by pupils.
- Detailed written marking will be evident regularly across the curriculum within all subjects. Teachers will use a **pink pen/highlighter** ('Pink for praise') to identify positive aspects that are linked to Success Criteria.
- When setting a next-step, teachers and LSAs use a **green pen** for the children to respond to also using a **green pen**.
- Grammar, Punctuation and Spelling: teachers will use their **green** pen to identify words that have been incorrectly spelt (high frequency words/spelling rule). Grammar and punctuation, linked to the weekly focus will also be addressed. Children will respond using their **green** pen.
- **Spelling**: teachers will use their green pen to identify words that have been incorrectly spelt (sp. - high frequency words/spelling rule). Spellings will be practised following live marking. Up to 5 words 5 times for KS2, 3 words 3 times for KS1
- Within maths: teachers will dot with a **green** pen to show where learners need to revisit and a **pink** pen used to tick success.
- Written comments should be linked to the learning intention/success criteria and may also reflect progress towards individual targets (i.e. not simply 'good, 'excellent' etc.).
- LSAs, SLT and cover teachers **must** initial any work they have marked/commented upon. The class teacher does not need to do this.
- We use an agreed marking key and steps **(See Appendix 3)**
- A clear focus on presentation and handwriting is reinforced in all areas.





Monitoring

- Leaders and external agencies will view samples of work as part of their on-going monitoring schedule.
- 'Book looks' will be both scheduled **and** unscheduled. Scheduled book looks will require a cross section sample of a range of abilities. Unscheduled 'book looks' will simply be where any of the above leaders will look at a few random books in any given class.
- As part of the 'book look' all leaders will be looking for the consistent implementation of this policy.
- Leaders will carry out regular work sampling to ensure consistency and quality of marking. This will take place at least half-termly and when there is a need, more frequently.
- Outcomes of work sampling are reported to individual members of staff and enable the school to identify key areas for development, both on an individual, key stage and whole school basis.
- School leaders (SLT, Subject Leaders and Phase Leaders) as well as external agencies (e.g. Active Learning Review) will also observe lessons to identify strengths/next steps to impact teaching and learning and quality of education.

Feedback in the Early Years

Feedback and Marking policy

EYFS covers both nursery and reception

All feedback within the EYFS is in the moment

“Through the lesson, staff will praise, prompt and identify next steps to progress a child’s learning”
(Page 4)

EYFS staff do this all day everyday through quality interactions. Adults will be co-players in children’s exploration of the provision. Modeling correct language and vocabulary, using sentences and building on what children say. Commenting before questioning when observing and co-playing with children in their play, also giving children 10 seconds to respond before saying anything else.

Quality interactions



This can also be evident in children’s written work (reception) and tapestry observations. However evidence is not necessary as part of the statutory EYFS framework.

Tapestry

What the child was doing.

How the adult supported the child to develop further.

What the child did afterwards.

Tapestry observations will also include assessments linked to developmental points linked to the EYFS framework under Flags and Characteristics of Effective Learning (CoEL). In reception observations assessment can also be linked towards ELG statements.

Written work in reception

Adults use a **pink pen for praise** and a **green pen for growth**. Children respond to feedback in the moment. This can cover letter formation, spellings, editing when children are ready.

Monitoring

- Tapestry
- Learning walks (provision and quality interactions)
- Reception learning folders and phonics books

SELF-ASSESSMENT

How did I do?



I can do this!

I am ready to try something new!



I am getting there.

I need a bit more help.
I'm a bit unsure.
I might need to practise.



I need help!

I don't understand this.
I'm not ready to move on yet.

TAG Peer Assessment

Assess your peer's work by following the steps below:

<p>T</p> 	<p>Tell your partner something they liked about their work...</p>
<p>A</p> 	<p>Ask your partner a question about their work...</p>
<p>G</p> 	<p>Give your partner a point for improvement...</p> <p>(Green for growth!)</p>



Adults use pink pen/highlighters to identify successes in children's work.
(Pink for praise)

Correct work (**pink** pen)

VF

Verbal feedback (include focus e.g. paragraphing)
Children respond to using their green pen.



Adults use a **green** pen to identify next steps and misconceptions for children to address/reflect.
(Green for growth).

Incorrect work (**green** pen).



Punctuation errors will be indicated by a P in the margin

^

Omitted word

Sp.

Indicates an incorrect spelling

New paragraph/line

Green Pen/highlighter Teacher/LSA next steps

Appendix 4 - Structure for written feedback

Throughout work: indicate positive points by underlining/highlighting in PINK and identifying areas to be improved in green.



At the end of a piece of work: TICKLED PINK summary in pink and GREEN FOR GROWTH comments/ task in green pen



During the next lesson the child is given an opportunity to respond to **GREEN FOR GROWTH** comment in purple pen e.g. spelling, up-levelling a highlighted sentence etc.



Appendix - 3 Presentation guidance for staff



- Ensure children are holding their pencils correctly; give particular focus to this as well as handwriting style within handwriting lessons.
- Pencils should be sharp, reasonable in length and not sharpened at both ends (for Health & Safety reasons, please remove all pencils that are).
- Rulers are to be used for all lines and underlining.
- In Year 1 pencils should be used at all times.
- In Year 2 children will transition across to the blue pen under the discretion of the class teacher. Blue pens may be issued once a child's handwriting is legible.
- In Years 3-6 all children will use a blue pen.
- All year groups will use a pencil in maths.
- Teachers may use rubbers to erase minor mistakes in children's work, encouraging them still to be careful and not rub out lines/pages of work. Some maths calculations/workings may be neatly crossed through rather than erased so that their strategies, thought process or workings can be evidenced.
- All spellings copied from the board should be correct.

Agreed:

Review Date: