



Feedback & Marking Policy

Key Document Details

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The primary purpose of feedback (which includes marking) is to both assess the depth of learning that has taken place and identifying misconceptions which can then be addressed in future teaching. The audience for the feedback (which includes marking) is the children and therefore should be given in a manner which clear and age appropriate.

We believe the closer feedback is given to the act of learning the more effective it will be.

Therefore, as a school, "in the moment feedback" is encouraged as much as possible. While children are working, teachers and TAs will identify how children are coping with their learning and give feedback on their work through the use of annotations and discussion. Verbal feedback may be individual, group based, or to the whole class.

In all instances, staff should feel empowered to identify and adjust techniques and approaches depending on which will have the most effective impact on learning and progress for each piece of work set.

Where marking (the act of writing feedback for children to read and follow) is appropriate; staff are encouraged to make this as clear and SMART as possible.

For feedback/marking to be effective, it must always enable learning to move forward in the most efficient way (both in terms of its impact on teacher workload and learning time)

Principles

Effective Feedback should:

- Provide **meaningful** and **specific** feedback to the child;
- Clearly indicate areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform teacher's future planning of lessons;
- Enable the teacher to effectively record progress related to learning objectives;
- Be **manageable** for both the child and the teacher.
- Be relevant – sometimes marking is not necessary the best form of feedback.

Our Approach

- To enable clarity and consistency across the school, all teachers will mark the work in **green** ink. Teaching Assistants will use **black** ink.
- Children will edit and mark their work using a **purple** pen.
- If support is given to a child beyond normal classroom practice, teachers and teaching assistants should record the level of this support on the stickers (provided by the class teacher).
- Stickers will also be used to indicate when an intervention has taken place to enable children to complete a piece of work outside of the lesson (including both pre/post teaching support).
- If it is necessary, time should be allocated for children to respond/ act on feedback when deemed appropriate by the teacher. In years 1 and 2 children should practice common exception words and number formation when working towards ARE.
- Verbal feedback does not need to be recorded in written form.
- Children will work through questions on the same objective until staff believe children have demonstrated a good understanding of the concept. They will then be moved on to more challenging questions which promote a deeper understanding of the subject being covered.

Editing

For written outcomes, teachers will identify a section of text that is not of the same standard as the rest of the piece. A purple box/section will be drawn around this so that children can clearly identify it. Children may edit the writing in the box if space allows, if not they should rewrite the section with all amendments in purple pen at the end of the piece or a slip of paper which can then be inserted as a flap.

Marking Annotations EYFS






Due to the nature of the learning that takes place in EYFS, the majority of feedback given to children in these setting will be of a verbal nature. Teachers/TAs working in the EYFS setting have a clear idea of the children's current stage of learning and will match their feedback around this. Staff in EYFS will also move learning forward by responding to and expanding learning through high-quality interactions. Where writing is recorded for assessment purposes in Reception, teachers/TAs will use a **green highlighter** to celebrate new learning or achieving a focused objective.

Where appropriate, children's learning is also recorded on the school's online learning journey (Tapestry) Through this system, teachers, TAs and parents are able to offer comments and share experiences.

Marking Annotations KS1

Green highlight	Green highlight	When LO is achieved and examples shown in work
Green dot	Green highlight	When LO has been attempted, but not achieved.
Yellow highlight	Yellow highlight	When Greater Depth is shown in work
√	Tick	Correct
•	dot	Incorrect / think again
?	Question mark	Re-read and check your work
○	Circle	Missing or incorrect capital letter/letter reversals
↑	Arrow	Missing words and punctuation
_____	Line	Underline incorrect spelling of common exception words

Marking Annotations KS2

	Green highlight	When LO is achieved and examples shown in work
	Green highlight	When LO has been attempted, but not achieved.
	Purple highlight	When a section of the children's work is not in keeping with the standard of the rest of the piece and needs to be edited using purple pen.
	Yellow highlight	When Greater Depth is shown in work
√	Tick	Correct
•	dot	Incorrect / think again
^	Arrow	Missing word
○	Circle	Missing capital letter or punctuation
_____	Line	Incorrect grammar
	Squiggly line	Spelling error

Self-review

Sometimes children will mark their own work. Children are encouraged to self-assess their learning.

Peer feedback

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written (in purple ink). As a school, we value the positive impact oracy has on learning and we encourage children to engage in talk and discussion about their learning. If possible, peer-reviewers will initial any comments they have given.

Assessment and data

Marking can be used to contribute towards summative assessment and accountability data however teachers should remember that the audience for the marking is the child.

Signed:



Kelly Hall
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and English Lead

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