



Marking & Feedback Policy

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1. INTRODUCTION

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Newbridge Primary School.

Please read this policy in conjunction with our other policies and guidance:

- Teaching and Learning
- SEND
- School's agreed expectations (see Appendix 3)

2. RATIONALE

Newbridge Primary School is committed to providing forward-thinking, impactful and efficient feedback to pupils, both oral and written, to ensure progress. Feedback at Newbridge intends to serve a range of purposes: valuing pupils' learning, supporting children to reflect on their learning and their next steps and evaluating how well the learning has been understood.

At Newbridge Primary School we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Develop children's self-esteem through praise and valuing their achievements.
- Create opportunities for pupils to move their learning forward.
- To encourage and guide reflective learning.

3. PRINCIPLES OF EFFECTIVE MARKING

As summarised in the EEF's report on Teacher Feedback to Improve Pupil Learning, there are three core principles to maximise pupil outcomes through feedback:

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide Quality First Teaching, including the use of formative assessment strategies.

Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence,

their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Effective feedback will:

- Positively affect the child's progress
- Be motivating, empowering and constructive
- Allow time for the children to read, reflect and respond to marking
- Give clear strategies for improvement
- Provide information for the teacher on the success of the learning
- Be manageable for staff

4. PROCEDURES

- Teachers should mark books of Pupil Premium children first
- Teacher will have a weekly discussion with Pupil Premium children to reflect on learning and discuss next steps
- Link feedback to the WALT/success criteria
- Rather than correcting every error made; be selective and sensitive in marking
- Ensure work is marked regularly and promptly after completion
- All marking must be in black ink and initialled
- Supply Teachers – initial work as (ST)
- Use the agreed Marking Code (Appendix 1 for KS1 and KS2, Appendix 2 for EYFS)
- Be written in neat handwriting that is legible and a model for the child as age-appropriate
- Be at the child's level of comprehension

5. EFFECTIVE FEEDBACK STRATEGIES

The following strategies can be used to mark, assess and provide feedback:

a. Feed Forward



At Newbridge we use 'Feed Forward' to challenge and support all pupils. It is a whole class feedback strategy. After assessing learning, teachers develop a consolidation or challenge task that moves learning on. The 'Feed Forward' logo will be used on planning or in books when used in KS2. In KS1 and EYFS, children may write 'FF' in green pen or pencil to signify Feed Forward work.

b. Live Marking

Teachers will utilise time in lessons to mark childrens' work as appropriate to provide immediate feedback.

c. Whole Class Feedback

General misconceptions and strengths can be shared at the appropriate opportunity to the class as a whole. This can aid teacher workload and allow more time for teachers to develop Feed Forward opportunities.

d. Self-marking (Checking Stations)

As appropriate to age and stage, children may be asked to mark their own work. This should be completed in a different colour pen to the teacher. Stations should, where possible, be in a separate space in the classroom to where the children work.

e. Verbal Feedback

This means the discussion of learning and direct contact with the child. A discussion should be accompanied by the appropriate marking code (V).

f. Success Criteria Checklists

Success Criteria checklists can occasionally be used and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older children:

Success Criteria Checklist	Learner	Teacher
WALT: Practise writing a formal letter		
1. First paragraph: explain what your letter is about		
2. Use at least 2 different connectives		
Include no more than 2 rhetorical questions		
3. In the last paragraph, summarise your main points and demand compensation		

g. Peer Feedback

All children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and peer mark learning. Children should be trained to do this, with an understanding that all feedback must be respectful.

h. Written Feedback
















- A short positive comment related to the learning may also be written in addition to the codes.
- Improvement points (IPs) may occasionally be written in order to move learning forward.
- All Key Stage 2 pupils will use green editing pens to respond to marking to improve their learning. Year 2 children will be introduced to the use of the green pencils in preparation for Year 3.
- Children should tick the Improvement Point symbol once they have responded to it

MONITORING












Marking and feedback will be monitored regularly through book scrutiny by the Senior Leadership Team and by Subject Leaders.

Good practice and areas for development will be identified in line with the policy's rationale and will be fed back to teachers by the SLT.

APPENDIX 1

	Look and try again
	Underline
	You have made progress/met the success criteria. You have learnt something new/Well done
	You discussed your learning with the teacher/adult
	Improvement Point
	Supported by an adult
	Edit and improve
	Please leave finger spaces
	Your teacher has seen your learning or your answer is correct
● or 	Your answer is incorrect, have another go
<i>Cc</i> ●	Capital letter needed/full-stop needed
//	New paragraph needed
	Something has been left out
sp 	Spelling mistake
	Check your work for punctuation
	Speed up! Try to write more down
	Tenses

APPENDIX 2

EYFS and Key Stage 1 Marking Symbols	
	You have made progress/Met the Success Criteria/You have learnt something new/Well Done
	Work completed independently
	Work completed with support
	Work completed with some prompting
	Learning discussed with teacher/adult
	Feed Forward
	Improvement Point
Cc .	Capital letter/full stop needed
	Finger Space
	Correct learning/answer
	Incorrect/Have another go/Not met/Try again
	Speed up! Try to write more.

APPENDIX 3

Agreed Expectations



Newbridge Primary School
Writing Expectations- September 2024

To ensure consistency of good practice across the school, please make sure you are carrying out the following:

General

- All stages of the writing process must be followed and this should be referred to, with the children.
- 15-20 minutes daily discrete Phonics sessions in FS/KS, and, as appropriate for pupils in Year 3 who did not pass the phonics screening.
- SPAG in KS2 to be identified on plans/ flipcharts with coverage taken from the Grammar Progression document.
- Every lesson to display WALT (We Are Learning To), to identify and introduce the learning objective and have appropriate success criteria.
- Success criteria should focus on the process and not just the product.
- FS - All learning will be dated by an adult.
- KS1- All learning will include a date. Year 1 - Year 2 short date. End of Year 2 onwards to write the full date. All children must copy down and spell the date correctly.
- KS2 - All learning will include an underlined WALT and full date (underlined with a ruler). KS1 - Y2 will write the WALT, if appropriate.
- All children must write using print letter formation in EYFS and Year 1.
- All children should write in cursive formation by the end of Year 2.
- Year 5 and 6 children to use blue pen.
- All staff must model print/ cursive handwriting on the board and in books relevant to the year group above.
- All children must put a single straight line through any mistakes and rubbers are only to be used when publishing.
- Children from Year 2 will write on alternate lines to allow for redrafting and editing.
- Children are not to doodle or scribble inside or outside their exercise books, or on book labels.

Marking

(Refer to Feedback & Marking Policy):

- All marking will be in black pen and be initialled by staff.
- Symbols from the marking policy will be displayed inside the front cover of books.
- The marking policy/symbols will be followed by all teachers, teaching assistants and children. Teachers will use their discretion as to which symbols are appropriate for their year group.
- Attention must be paid to the agreed spelling lists and Grammar Progression document, for each year group, when marking learning.

Editing Work

- From Y2, children will use green editing pens to improve their work.
- Children will be given time to address the IPs and edit their work accordingly.
- Children will acknowledge they have read and addressed their IPs by ticking them.
- Children to write out any spelling/ common exception word IPs three times correctly.