# Marking & Feedback Policy

## 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

**6.**      **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.

| | |
|---|---|
| 👀 | Look and try again |
| (U) | Underline |
| (☺) | You have made progress/met the success criteria. You have learnt something new/Well done |
| (v) | You discussed your learning with the teacher/adult |
| (IP) | Improvement Point |
| (S) | Supported by an adult |
| (E) | 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 |
| Cc • | 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 |

| EYFS 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 |
| ⓘⓟ | 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. |

**Agreed Expectations**

To ensure consistency in learning and high standards of presentation across the school, the following must be implemented:

**General**
- All children must be encouraged to take a pride in their learning and exercise books with high expectations set at all times.
- All English work to be recorded in Writing Books where appropriate.
- Planning will follow the school's writing process.
- 15-20 minutes daily discrete Phonics sessions
- SPAG planning will be taken from the school's overview for years 1-6.
- The WALT (We Are Learning To) is used to identify and introduce the learning objective and have appropriate success criteria.
- The success criteria should be clear and specific.
- EYFS - All learning will be dated by an adult.
- KS1- All work will include a date. Year 1-Year 2 short date. End of year 2 onwards to write the full date. The short date is used in Maths and the long date is used for all other learning.
- KS2- All work will include an underlined (with a ruler and pencil) WALT and full date. KS1 – Y2 will write the WALT if appropriate.
- Year 5/6 children only to use blue pen at teacher's discretion.
- All children must write using cursive handwriting and all adults must model cursive handwriting on the board and in books.
- All children must put a single straight line through any mistakes and rubbers are only to be used when producing a final draft.
- Children in KS2 will write on alternate lines to allow for redrafting and editing.

**Marking**
- All marking will be in black pen and be initialled by staff and supply teachers.
- Symbols from the marking policy will be displayed in classrooms and inside the front cover of the writing 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 statutory exception words and year group spelling lists and also the punctuation overview in English.

**Editing Learning**
- Children will be given time to address any feedback and edit their work accordingly.
- Children will acknowledge they have read and addressed feedback by ticking them.
- 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 editing pens in preparation for Year 3.

**The Writing Process**
- All staff will follow the writing process
- Throughout the process modelling, drafting and editing will take place on a cyclical basis
- Marking takes place at the final editing phase or once the work has been redrafted
- An Improvement Point will then need to be given to the child