



Marking and Feedback Policy

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“The roots to grow, the path to follow and the wings to fly.”



Marking and Feedback Policy

Introduction:

At Pathfinder C of E Primary School, we place a high value on the importance of feedback as a vital dialogue between the teacher and the pupil, a group, or the entire class. This dialogue provides crucial information about performance in relation to a specific task or learning outcome and must always remain meaningful and purposeful.

Marking and feedback are active processes, with feedback delivered in the moment during lessons. The data and information collected through live marking are subsequently used by teachers to inform the planning of future lessons. This process allows teachers to identify and address misconceptions promptly, enabling pupils to make progress and avoid repeating errors. This continuous cycle of feedback and adjustment ensures that learning is both dynamic and responsive to pupil needs.

Importance of Real-Time Feedback:

At Pathfinder, real-time feedback is highly valued as an essential component of effective teaching. The live marking process ensures that feedback is immediate, purposeful, and directly impacts learning. Teachers use a number of classroom techniques to ensure effective marking and feedback processes:

Lapping:

- **Purposeful Focus:** Each lesson includes two planned lapping foci, which are specific areas of work or understanding that the teacher targets during live marking. These foci are carefully selected to address key objectives or common challenges within the lesson.

Concurrent Feedback:

- **Real-Time Verbal Feedback:** As teachers circulate the classroom, they provide verbal feedback concurrently with pupil's work. This feedback happens in the moment, allowing pupils to make instant corrections and adjustments.

Immediate Response to Address Errors/Misconceptions:

- **Quick Corrections:** Errors or misconceptions identified during lapping are addressed immediately. Pupils are guided to correct their work on the spot, preventing misunderstandings from taking root and ensuring they stay on track.

Feedback for Action:

- **Guidance for Improvement:** The feedback given during live marking is actionable, meaning it provides clear and direct instructions for improvement. Pupils are encouraged to act on this feedback immediately, reinforcing learning and supporting their progress.
- **Edits:** Pupils may also redraft sections of their work or improve their answers based on the feedback provided.

- **Reflections:** Pupils will respond to the teacher's feedback by answering guiding questions, providing examples, or writing reflections in green pen.

This approach to live marking ensures that feedback is both timely and impactful, helping pupils to continuously improve during the lesson itself.

What Marking Will Look Like at Pathfinder:

Teachers will mark correct objectives, errors or misconceptions in pupils work using the following codes in purple pen:

- **O:** Used to indicate errors in pupils' work.
- **✓:** Marks correct answers or correct application of skills.
- **VF:** Accompanied by a brief explanation to denote that verbal feedback was given.
- **Sp:** Used to highlight spelling errors, with the correct spelling provided for the pupil to adjust.
- **Δ:** Marks repeated errors or misconceptions, which will be addressed in the next lesson during the Do Now activity.

Sometimes a teacher or Learning Support Assistant (LSA) will work with a small group of pupils to support their learning. In these instances, the teacher or LSA will use the following code to show this.

- **T (Ratio):** e.g., T 1:6 - Indicates the teacher worked with a small group.
- **LSA (Ratio):** e.g., LSA 1:6 - Indicates the Learning Support Assistant worked with a small group.
- **Supply:** Noted at the top if a supply teacher taught the lesson.

Feedback and Marking of English and Mathematics

1. Teachers will review pupil books at the end of each lesson to identify any repeated errors or misconceptions that have emerged. This review helps in understanding common areas where pupils may need further support.
2. Teachers will mark identified pupil books using the triangle code mentioned above. This code is also logged on the Lapping sheet to track these issues systematically.
3. In the next lesson, the Do Now activity is designed to address the error or misconceptions and serves as a targeted intervention to correct and reinforce understanding.
4. Pupils use green pen to make corrections and updates to their work based on the feedback provided. This includes revising errors, correcting misunderstandings, and incorporating suggestions from the teacher following additional teacher input.

Marking in Other Subjects within the Curriculum

A similarly structured approach is taken to ensure that pupils understand lesson content in other areas of the curriculum. Teachers will continue to:

1. Walk around and engage with pupils to check for understanding updating the lapping sheets which track each pupil's progress and areas of difficulty.

2. Review the key learning points of the lessons and provide pupils with an exit ticket at the end of the lesson. This quick activity helps the teacher gauge what pupils have grasped and what might need further clarification. The Plicker app, a tool that allows teachers to conduct formative assessments in real time, helps capture pupil responses to targeted questions.
3. The start of the next lesson is carefully planned to address any errors or misconceptions identified from the exit ticket and Plicker data. This targeted instruction ensures that pupils have the opportunity to correct misunderstandings before moving on.

Self-Marking:

There may be some instances where it is appropriate for pupils to self-mark certain answers. They use green pen to mark their own work and make any necessary corrections, promoting self-assessment and active engagement with their own learning.

This structured approach ensures that errors are systematically addressed and corrected, with pupils actively participating in the feedback process and making necessary improvements to their work.

Responding to Marking and Feedback:

In the most, pupils will be responding to teacher feedback in real-time. However, when a child's work includes a triangle code (Δ) indicating repeated errors or misconceptions, the child will be given the opportunity to respond making corrections and adjustments using a green pen. This is crucial for addressing and correcting the identified issues. This can be done in two ways:

- **Mark Initials:** Pupils should mark their initials next to the triangle code in green pen to indicate that they have seen and acknowledged the feedback.
- **Provide Corrections:** Pupils must write an accurate modelled example, correction or redraft their work in green pen based on the further input from the teacher.

This approach ensures that feedback is acted upon effectively, enabling pupils to correct their work and improve their understanding, while also supporting teachers in tracking progress and addressing ongoing learning needs.

Monitoring and Ensuring High Standards:

The Senior Leadership Team and subject leaders will conduct reviews of pupil books to ensure that marking and feedback practices are consistent, effective, and aligned with school policies.

- **Consistency and Quality:** Ensure that marking and feedback practices are consistently applied across all subjects and grade levels.
- **Effective Feedback:** Verify that feedback is meaningful, actionable, and contributing to pupils' learning and progress.
- **Continuous Improvement:** Use insights from book reviews and monitoring to make informed adjustments and enhancements to marking and feedback practices, ensuring improvements in teaching practices and enhancing pupil learning outcomes.