



## Feedback Marking Policy

**Feedback, including marking, is essential to learning – it must be efficient, effective, must have visible impact on the children’s learning and outcomes and must be manageable.**

*Teachers should spend twice as much time planning teaching as they do marking.*

*Teachers should ensure that when they mark work, it really tells them what they think it does!*

*Teachers should use marking and feedback to inform their planning and teaching.*

### **Mark. Plan. Teach. Repeat.**

#### **Key Principles:**

1. Feedback is woven through lessons, planned and actioned.
2. Feedback is given during the lesson or as soon as possible after the work has been completed.
3. Feedback refers to the learning of the task.
4. Feedback to develop basic skills is essential.
5. Feedback includes marking and verbal feedback.
6. Marking is used to “spot the gap” in children’s learning so you can go back and reteach anything that needs it, either immediately or next lesson.
7. Feedback also includes positive comments (verbal or written) on effort to encourage growth mindset.
8. All written feedback is clear and legible.
9. All work is marked, for basic skills and subject specific vocabulary.
10. Acknowledgement of all children’s work is important.

#### **In Practice:**

**Teachers and TAs use a range of strategies to ensure that feedback is effective, efficient, age appropriate and has the maximum impact on progress. Depending on the task, learning intention and child, these may include:**

- **Frequent verbal feedback** and live marking takes place with adults marking children’s work and giving verbal feedback in lessons as the children work. Adults adjust teaching and groups in the lesson in response to the feedback. TAs initial where they mark.
- **Verbal feedback** record VF and key word for reminder (no need to write whole sentence.)
- **Whole Class, Group or Individual Feedback** takes place at the start of lessons.
- **Whole Class Feedback Form** is used to support teachers to record feedback needed for whole class or groups and to feed into future planning eg next lesson. **See Appendix.**
- **Adults mark in green pen**, children use a Purple Polishing Pen to edit and improve their own work.
- **Work in Writing:** pick up basic skills and spellings and mark according to LI.



- **Work in Maths:** every question is marked so that errors can be picked up. Misconceptions addressed next lesson.
- **In foundation subjects:** where appropriate and where writing has taken place, we mark for basic skills and subject specific vocabulary and spelling high frequency words.
- **Pick up on Capital letters and full stops** where appropriate.
- **Correct/Incorrect:** tick for correct, dot for incorrect eg for Maths calculations, SPAG...
- **Responses to marking** If responses needed, children respond in purple pen. In KS2 children complete corrections immediately or start of next lesson.
- **Proof reading** Children need to be taught explicitly HOW to edit and proofread their work. Work is tabbed with stickers to enable children to find the place in their books. A check list of basic skills is used for children to check their work before it is finished or with a partner.
- **Marking Code** is used consistently by everyone (see appendix 1). These are displayed in all classrooms, shared with children and explained to children at start of year with reminders.
- **Use top corner** of page in book to write key aspect to be working on – eg capital letters.
- **Pupil Premium:** needs evidence of Purple Polishing Pen in books when working on 1-1 feedback on writing.

### **Differentiated Feedback**

Feedback is differentiated according to the child's need. Although every child is entitled to every type of feedback, for some children live marking and verbal feedback may be used more frequently. Some children struggle with feedback for a variety of reasons and this needs to be handled sensitively ensuring that the feedback enables the child to make progress.

**SEN:** For some children with special educational needs, the majority of feedback is given verbally alongside the child and then noted in their book.

### **Verbal Feedback – Live Marking – personal and immediate**

Live marking helps children progress more quickly and reduces workload outside the lesson. The most effective feedback is verbal and instant as it enables you to nip in the bud quickly any errors. This may also be in the form of a learning conference or review.

### **Homework**

We set homework in order to give children the opportunity to practice skills learnt at school. We do not use homework for assessment purposes and therefore it is not marked in the same way as class work. Feedback on homework is to acknowledge completion and effort.

We praise and encourage children for completing their homework. Consistency within class and across school is very important to avoid siblings being given different rewards for similar effort, standards etc.

For Homework rewards are as follows:

KS1 1 HP for completing homework, 1 HP for doing spellings, 1 HP for other work or above and beyond. Maximum of 3.

KS2 1 HP for handing it in on time, 1 HP for doing it all, 1 HP for going over and above. Maximum of 3.



### **Spelling Marking**

- Not all spellings are corrected. Depending on the age and ability of the child, some **(about three)** incorrect spellings are marked with an underline and **sp** in the margin with the correct spelling written in the margin (some year 5 and 6 identify and correct independently).
- In KS2 children write the word 3 times in their books. For HFW these are then added to their spellings lists.
- Year 1 – mark only year 1 words; In Year 2 – mark year 1 and 2 words.
- Children are encouraged to use ambitious words and have a go at the spelling. If they are not sure then they draw a wiggly line underneath to show they have had a go.
- Older children may be asked to look up words in a dictionary.

### **Self-Assessment – children use Purple Polishing Pens**

- Self- assessment must have a clear focus for the children to look for in year 4/5/6.
- In maths children may mark their own calculations from answer sheets (year 4/5/6). Teacher checks these later to determine misconceptions and adjust teaching.
- Children look for key aspect and check they have included these eg adjectives in a description.
- Children may be encouraged to “spot the gaps” in their own learning and find and fix their mistakes or improve their work, in order to develop independence.

### **Peer Assessment**

**Peer Assessment is another useful tool to enable children to further develop their skills and understanding, where appropriate. If Peer Assessment is used, please note the following:**

1. Children need to be trained carefully over a period of time in peer assessment. Take time at the start of each term to teach them how to do this effectively.
2. There needs to be a clear focus to look for eg commas, adjectives.
3. Children peer assess jointly with the person whose work they are looking at together.
4. Looking for good examples is a positive way to start.
5. Avoid them making general comments such as poor handwriting etc.

### **Feedback in the Early Years**

All feedback in the Early Years is verbal and immediate for maximum impact on the child’s learning and to inform the teacher.

#### **Sparrow Class Codes**

These codes may be used on pieces of work or on photos of whiteboard work:

- (I) Means Independent learning child has achieved without adult support
- (AL) adult led activity
- (CI) Child Initiated activity
- (S) Supported

### **Supply Teachers:**

Will mark and use the whole class feedback form (See appendix) and initial child’s work in green to communicate with teacher. Guidance is included as part of our Supply Teacher’s Guidance.



### **Evaluating Success**

The effectiveness of this policy will be monitored by all leaders, including governors, evaluated and reviewed as part of the school's School Self Evaluation process. Marking is monitored regularly by subject leaders, in order to ensure that feedback is impacting positively on pupil progress.


This policy will be reviewed in October 2022.



## Appendix 1

### Effective Feedback and Marking Symbols

Feedback will be written in **green pen**. Feedback is given in the margin, against the Learning Intention, top corner of page and/or underneath a child's piece of work. Not all of these may be used – dependent on the child, class, subject and task.

Symbol	Meaning
✓	Correct, good
✓✓	Very good choice, well done
✓✓✓	Wow, brilliant choice of word, sentence, aspect of the work
●	Dot next to calculation indicates the answer is wrong in Maths
<b>Sp</b>	SP in margin; Underline incorrect word or part of word to show spelling error. Normally no more than 3 words in one piece of work. Children to look up error or teacher writes correct word either in margin or at end of work.
<b>SpH</b>	Homophone – not spelt wrong just wrong choice of homophone
	Wiggly line under a word – child made an attempt but know the spelling may be wrong
<b>P circle mark</b>	Find out what punctuation is missing; circle punctuation error.
<b>CL</b>	Capital letter
<b>FF</b>	Feedback Form used – whole class feedback
//	Start a new paragraph
/	Start a new line
^	Add a word; word missing.
<b>I</b>	Independent work
<b>S</b>	Supported group work, could include <b>1:1, 1:2</b> etc
<b>VF</b>	Verbal feedback given
<b>DMS</b>	Does this make sense?
<b>GGW</b>	Guided Group Work
<b>Adult Initials</b>	Teacher/TA has seen the work
<b>absent</b>	Child absent for the work
If used Success Criteria is displayed on the board or on a piece of paper to show what the teacher is looking for in the writing. SC may not be fixed in their books.	

Teachers build in feedback time as soon as possible after the work has been marked at the start of the next lesson for children to do any corrections and to address any misconceptions.



**Appendix 1**

## Whole Class Feedback Form

<b>Date:</b>	<b>Learning Intention:</b>		
<b>Work to Praise and Share (visualiser) – be specific</b>	<b>Needs further support (who and how)</b>		
<b>Challenge (next steps for those who need it)</b>	<b>Basic Skills Errors</b>		
	<b>Common Spelling Errors (all/most)</b>		
<b>Misconceptions and Next Lesson Notes / Areas to address altogether</b>			



## Covid19 Addendum to Marking/Feedback Policy

This addendum may be put in place if the following situation returns due to Covid19 pandemic measures eg during a lock down:

- 1. Staff needing to leave the school site by 5 pm to allow for cleaning and ICE Fogging machine to be used in all classrooms.**
- 2. Staff not taking exercise books home with them.**
- 3. A reduced lunch hour for teachers of only half an hour.**
- 4. For staff well-being, encouraging staff to leave at 4 pm some days.**
- 5. Children need quality feedback to move learning on to support catch-up.**

Feedback remains very important but with less teacher time available. Feedback needs to have maximum impact on learning for the time spent.

Feedback to children on their work will therefore be as follows:

1. Plan in a feedback session as part of every lesson.
2. Marking in books will pick up basic errors.
3. Acknowledge mark individuals, brief comment to encourage.
4. Pick up general errors and correct with class together using the visualiser.
5. Verbal feedback as walk round wherever possible in lessons, including TAs.
6. Whole class to do one more in response to marking feedback.