



Feedback and Marking Policy Sept 2022

Related Policies

This policy should be read in conjunction with

- Assessment Policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs (SEN) Policy
- Equality and Diversity Policy

Aim


The aim of this policy is to ensure all staff, pupils, parents/ carers and governors are aware of the procedure for marking pupils' work and to ensure consistency across the whole school. Feedback and marking is an essential tool for pupils to reflect on how well they have understood the lesson and to address any misconceptions or errors. All marking should be manageable and meaningful.

Introduction

Research has shown that feedback has a positive effect on pupils' learning. It is the nature, rather than the amount, that is critical when giving feedback on a pupil's work.

Pupils can only achieve a goal if they understand that goal and can assess what they need to do to reach it. Feedback helps pupils to work on the small steps needed to achieve the goal.


Feedback through marking

- We endeavour to provide feedback or marking on all learning where appropriate.
- Marking should be undertaken as soon as possible after the completion of work and ideally before the next session for that subject to ensure progress.
- Feedback may be to an individual, to a small group or whole class.
- Feedback can be oral as well as written. This allows for instant feedback during the lesson to support pupil progress. If verbal feedback is given on written work this can be indicated in the work using a speech bubble or the code VF
- Feedback needs to be clear and appropriate and cause thinking to take place. Cursive font should be used to model handwriting.
- Feedback should encourage pupils to develop understanding of key features of what they have learnt.
- Feedback should be a balance of positive encouragement written in 'blue for ooh' and support for progress written in 'pink for think'.
- **Learning questions** at the start of each piece of recorded work allows for staff to quickly assess the children's learning by using 
- Next step comments give pupils an opportunity to respond, edit or correct their work in purple pen and are indicated with the symbol of steps.
- Opportunities for pupils to respond to comments should be planned into future lessons as 'purple polishing'.
- Inverted commas may be used to quote valuable comments from a pupil.
- Ticks are used to indicate the work is correct.
- Dots are used instead of crosses to indicate where work needs a correction.
- Spellings which need checking are underlined with dots.
- Supported and independent work is identified with a relevant stamp or the symbol S or I.
- In maths a traffic light system may be used periodically (a square coloured in red, orange, green and blue by pupils in KS2) to support teachers with gauging pupil confidence.

- The following colours are used in written feedback:
 - blue for oooh – positive comments to encourage are written in blue
 - pink for think – comments for reflection are written in pink
 - purple polish - pupils' edits and corrections are written in purple
 - green for seen – teacher acknowledges a pupil's response

Self and peer assessment

Peer assessment places the work in the hands of the pupils and can be written or verbal feedback.

- Teachers need to support pupils, especially low-attainers, to develop the skill of self and peer assessment.
- Teachers need to encourage pupils to keep in mind the aims of their work to assess their own progress. This will help them become independent learners.
- Teachers need to ensure pupils are familiar with the expectations of the lesson and the piece of work before giving peer feedback.
- Pupils should be taught the habits and skills of collaboration to nurture objectivity.
- Some paired work will involve peer assessment to ensure pupils support each other with their understanding, to help them move forward with their learning.
- **Learning questions** at the start of each piece of recorded work allows for pupils to quickly assess the children's learning by using 

Assessment

Marking is one form of assessment and is used in conjunction with guided group work, pupil discussions, book looks, pupil conferencing and teacher observations.

Targets

Targets for writing and next steps are set regularly for pupils in each year group. Teachers should regularly refer to these in the lessons and during verbal feedback to ensure pupils are clear about what they are currently working on and what they need to work on next. Targets can be highlighted to indicate what the pupil needs to work on next, and ticked or dated to indicate they have shown evidence of completing that target. Responses to next steps can be acknowledged by the teacher in the marking.

Planning

Planning will need to be altered in light of assessment where planned work would be inappropriate to the needs of a pupil, a group of pupils or the class. Planning will need to provide opportunities for reflect and respond time as necessary.

Equality and diversity

Marking will be appropriate to the age of the pupils and may be adapted to individual needs.

Homework

Feedback for homework including comments in reading records should:

- Recognise individual effort.
- Encourage parental involvement.
- Encourage dialogue with parents.

Spelling

Feedback for incorrect spellings in written work should:

- Identify spellings which need checking with a dotted underline
- Focus on spelling patterns, rules and common high frequency words
- Ensure a balance of the number of spelling corrections against feedback for the learning objective
- Identify key spellings for pupils to correct x3 at the end of the work.

Communication

We will communicate our policy to parents via the website and display the marking code in all classes for parents, pupils and staff.

Marking Code

Marking summary

- Feedback may be to an individual, to a group or to the class.
- Feedback can be verbal. For written work it is indicated using a speech bubble or VF.
- Feedback needs to be clear, appropriate and support learning.
- Cursive font should be used to model handwriting.
- Marking should be a balance of blue positive and pink support.
- Next step comments allow pupils to respond, edit or correct in purple.
- Opportunities should be planned for 'purple polishing'.

Colour codes

'Blue for ooh' - positive comments from an adult to encourage and praise


'Pink for think' - comments by an adult for reflection

'Purple polish' - pupils response, correction or edit

'Green for seen' - comments by an adult to acknowledge responses


Traffic lights in maths - red, orange, green, blue squares indicate pupil confidence


General Codes

 this response is correct

● this needs to be checked and corrected

..... this word has been spelt incorrectly

 speech bubble or **VF** shows verbal feedback given by an adult

 next step shows a pupil what to do next to improve

“ ” shows what a pupil has said

S this work was supported by an adult

I this work was independent

Optional additional codes

// new paragraph is needed here

○ indicates missing punctuation

— this letter is the wrong case

^ a word or phrase needs to be added here

* refer to comment with * at bottom of page

ST (supply teacher) this work has been marked by a supply teacher