St Peter's CE Primary School Marking and Feedback Policy

Our vision **'Every child of God Matters. All in their unique difference are able to flourish'** is about celebrating the uniqueness of every individual. Children at St Peter's understand that **God is Love and whoever lives in love, lives in God and God in them** – 1 John 4:16, serving others through good deeds and transforming society with love. We want children who leave St Peter's to be passionate about serving God and transforming communities through acts of love.

Statement of Intent

St Peter's CE Primary School recognises that effective assessment and feedback can have a powerful influence on pupils' learning and progress. Feedback is an important part of effective teaching and may take many forms, including verbal, written, individual, group and whole-class feedback.
This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence, independence and progress in learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Key Principles

Using the latest independent research from the **Education Endowment Foundation (EEF)** on effective feedback and marking, we as a school, have a clear set of effective marking and feedback objectives:

- Be timely (immediate if possible).
- Be manageable for all teaching staff.
- Involve all adults in the classroom.
- Be seen by pupils as useful and positive.
- Inform future planning / targets. (shown on annotated plans)
- Be accessible and inclusive.
- Relate to learning objectives and success criteria.
- Be responded to by the children.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific accurate and clear.
- Encourage and support further effort, giving recognition and praise as appropriate.
- Be given on such an occasion so that it is meaningful.
- Provide specific guidance on how to improve and not just tell learners when they are wrong.

- Feedback should increasingly develop pupils' independence, resilience and self-regulation, enabling them to identify errors, reflect on their learning and make improvements without becoming dependent on adult feedback.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Judge whether written or verbal feedback should be given, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- 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, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Use purposeful, time-efficient written feedback where appropriate, ensuring that it is clearly focused on moving learning forward and is subsequently used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback and ask questions.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Adapt feedback where appropriate to remove barriers to learning and ensure that all pupils, including pupils with SEND, disadvantaged pupils and pupils facing other barriers to learning or wellbeing, can understand, respond to and benefit from feedback.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Take responsibility for their learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil. Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?
- Has assessment and feedback helped the teacher identify what pupils know, address misconceptions, adapt teaching and enable pupils to improve?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary. If a teacher has a query, SLT will be available to offer guidance and support regarding the school's procedures. If a teacher is unsure about the effectiveness of their own practices, SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

There is no expectation that every piece of work will contain written feedback, a marking code or evidence that verbal feedback has taken place. The value of feedback will be judged through its impact on pupils' learning rather than the quantity of marking evident in books.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focusing on the following points:

- The individual pupil's abilities and goals.
- The areas a pupil can improve in.
- Giving clear guidelines for improvement.
- Linking areas of improvement.
- Reminding the pupil of previous success to boost confidence.
- Providing effective communication between pupils and teachers.

- Improving the self-belief and confidence of pupils.
- Celebrating success.
- Identifying pupils who require additional assistance.
- Clarity and consistency of marking across the school.
- The individual pupil's level of understanding and their next steps in learning

Live Marking will be used wherever possible during the lesson alongside the child. This enables the child to act immediately and correct any errors in their work. Misconceptions can be dealt with promptly and guidance acted upon. Wherever possible, teachers and teaching assistants are advised to live mark and give verbal feedback to allow for timely intervention.

Distance marking (marking carried out away from the classroom / lesson) will be used as appropriate, to allow teachers more time to give detailed feedback. When work is distant marked, teachers must allow time for the child to read and respond to the written feedback and edit their work. When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been identified?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given time to reflect on their feedback. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson. It is harder for younger children to respond to marking themselves, either during the lesson or during editing times. Adults should ensure that sufficient time is given for this and employ their own system for how this is managed. Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time. Rewards will be given to pupils in the following ways:

- Stickers, smiley faces placed on work
- Praise in front of whole class or from another member of staff
- Sent to Head teacher for a sticker
- Displaying excellent work on the work of the week display
- Message/ phone call to parents
- Verbal praise in a one-to-one setting
- Learning Power Hero award

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Our approach to feedback

At St Peter's, the impact of feedback is more important than its form. There is no expectation that every piece of work will be marked, acknowledged or contain written feedback. Teachers use their professional judgement to determine the most appropriate form and timing of feedback, taking account of the pupil, subject, task and learning need. Feedback may be verbal, written, individual, group or whole-class and may also involve appropriately structured peer or self-assessment.

Feedback should have a clear purpose: to address misconceptions, reinforce successful learning, support pupils to improve and inform subsequent teaching. Pupils should be given meaningful opportunities to understand and act upon feedback.

The school does not require teachers to create written evidence that verbal feedback has occurred. Monitoring focuses on the impact of feedback on pupils' learning and progress rather than the quantity of marking in pupils' books

Expectations in terms of Marking

Writing / Reading	Foundation Subjects	Independent Writing across the curriculum	Maths
• LC highlighted in pink if achieved • Strengths identified ✓ • Errors identified (see marking code) • Improvements identified (next steps) • Teachers are not required to provide written acknowledgement of every piece of work. Feedback, whether verbal, written, whole-class, peer or self-assessment, should be used where it is likely to have a positive impact on pupils' learning.	• LC highlighted in pink if achieved • Strengths identified ✓ • Errors identified (see marking code) • Improvements identified (next steps) • Teachers are not required to provide written acknowledgement of every piece of work. Feedback, whether verbal, written, whole-class, peer or self-assessment, should be used where it is likely to have a positive impact on pupils' learning.	Use the word Independent, highlighted in yellow, so independent work is clearly identifiable. Children to edit using a green pen before marking takes place. No codes used when marking Comment below the piece of work with a strength, (highlight pink) and a next step (highlight green) using the sentence starter 'next time…'	• LC (in workbook) highlighted pink if achieved. • Teachers will check pupils' mathematical understanding sufficiently to identify success, errors and misconceptions. Where appropriate, calculations may be ticked or dotted to enable pupils to identify and correct errors. • Ensure children have fix it time (timely) • If there are a significant number of corrections, this must be addressed during live marking or intervention. • **INT** code used to indicate intervention.

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Feedback

The purpose of Assessment for Learning (AFL) is to provide feedback in such a way that learning will improve as a result. Feedback should be constructive and sensitive and be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

Verbal Feedback and dialogue should be embedded within every lesson. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Verbal feedback does not routinely need to be recorded. Teachers may use 'VF' where recording the feedback is useful to the pupil or supports subsequent teaching, but this is not required as evidence that feedback has taken place. Older children will be expected to discuss such feedback and how they are improving their work.

- Most immediate and interactive form of feedback.
- The focus is on being constructive and informative.
- Can be direct or indirect (targeted or not) Whole class/group e.g. when marking one piece of work or shared at the start of the lesson.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away. Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold**: By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.

- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils. Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice**: It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time**: If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting / intervention?
- **Class discussions**: Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Spellings

Across school, adults will use their professional judgement in correcting spelling mistakes. When children are developing and applying their phonic knowledge to spell, regardless of their year group, focus should be given to words that are spelt incorrectly but are phonologically regular. After this, priority should be given to the statutory common exception words and finally spelling rules. Children should always be asked to correct their spellings as independently as possible, using a dictionary, word mat or electronic device. This does not mean that every incorrect spelling should be identified or corrected.

How we mark

At St Peter's CE marking and feedback should:

- be constructive;
- be related to needs, attainment and ability;
- be related to specific learning objectives, as highlighted in every lesson's learning challenge (LC) which the pupil should know in advance;
- if needed, be accompanied by verbal comments;
- follow consistent practice throughout the school;
- ensure that pupils know how well they are doing and what they need to improve to make further progress;

- provide pupils with opportunities to assess their own work and that of others;
- be sufficiently timely to inform pupils' learning and subsequent teaching

How we mark:

- All markers use blue or black pen and when editing or correcting their own work, children use green pen.

'**Mistakes' and Errors**:

A 'mistake' is something a pupil can do, and does normally do correctly, but has not on this occasion and an 'error' occurs when answering a question about something that a pupil has not mastered or has misunderstood. If a pupil is judged to have made a mistake, it should be marked as incorrect but the correct answer should not be provided.

Where errors result from an underlying misunderstanding or lack of knowledge, it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding. Simply marking the error incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they had done wrong.

A key consideration is clearly the act of distinguishing between errors and mistakes. Where markers are unclear, incorrect work should be marked as an error.

Success Criteria:

The main purpose of success criteria is not to track improvement over time, but to help bring about that improvement by encouraging pupils to self-assess, edit and improve their own work, and set their own challenges and targets.

Success criteria:

- should be clear, relevant and measurable definitions of success;
- describe how the teacher and pupils will know they have been successful in achieving the learning;
- use words that emphasise knowing, learning, thinking or using skills;
- should be linked closely to the learning intention but separate from it;
- should match closely the evidence of learning i.e. what learners say, write, make or do;
- may be developed or discussed with pupils where this supports their understanding and engagement
- should provide a scaffold and focus for pupils while engaged in the activity;
- should be used as the basis for feedback and self and peer assessment.

In generating success criteria teachers should avoid:

- repeating the learning intention in the success criteria;
- describing the task as the success criteria;
- naming the end-product as the success criteria;
- giving the answer to the problem in the success criteria`;
- giving the number of right answers you want;

Marking & Feedback in the Early Years Foundation Stage

In the Early Years Foundation Stage, feedback will be developmentally appropriate and will primarily take place through high-quality adult-child interactions, questioning, modelling, encouragement and responsive teaching. Practitioners use their knowledge of each child and what they observe in children's play and learning to identify what children know and can do and to determine appropriate next steps. There is no expectation for written marking of every activity or for unnecessary written observations to be produced solely as evidence of feedback.

In the foundation stage, marking and feedback strategies include:

- verbal praise
- written annotations, short and narrative observations
- oral dialogue with children about their play, work or special books
- letter formation and spellings corrected as appropriate

Monitoring and Review

We are aware of the need to monitor and update policies on a regular basis so that we can take account of the improvements made in our practice. It will be monitored through further consultation with staff and through planned reviews. The effectiveness of feedback and assessment will be monitored through the school's normal quality assurance processes, including scrutiny of pupils' work, discussions with pupils and staff, lesson visits and assessment information where appropriate. Monitoring will focus on the impact of feedback on pupils' learning, whether misconceptions are identified and addressed, and whether pupils know more, remember more and can apply their learning increasingly independently. It will not focus on the quantity of written marking or compliance with marking codes.

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Marking Symbols

VF Verbal feedback given at the time of marking/working. This may be used where recording the feedback is useful to the pupil or supports subsequent teaching.

✓ ✓ **- Strength, acknowledge success, plus a comment where appropriate**

Next step

// **- New paragraph**

/ **- Word space The/cat/sat/on the/mat.**

P **– Punctuation missing or used incorrectly** KS2 only

G **- Grammar needs correcting** KS2 only

^ **- Put an effective word here / insert missing word**

SP **- Spell this correctly**

WC **- Show a word choice that needs up levelling or used appropriately** KS2 only

Underline – to support a child in identifying a mistake

S – Child has been supported with the work

I – Independent work