



Attleborough Primary School

Inspire Achieve Grow

Whole School Feedback & Marking Policy

Date: July 2023

Review: July 2024

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. This policy has been written with reference to current educational research findings by the Education Endowment Foundation (EEF) on feedback and marking, The Sutton Trust and our own pupil voice.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

At Attleborough Primary School, it is expected that marking and feedback may take different forms such as: teacher written or verbal feedback, self-reflection and editing, peer feedback and marking.

When deciding upon the type of marking and feedback to use, consideration of the lesson, activity, context and the impact which it will have upon pupil progress should be taken into account. This must be driven by the professional judgement of the teacher and be meaningful, motivating and, importantly, both manageable for the teacher and pupil. Teachers may consider the type of marking and feedback which suits the lesson when planning.

When considering feedback the teacher should consider:

- Is it beneficial to provide less detailed comments quickly?
Or
- Is it beneficial to take the necessary time to provide more detailed feedback?

It is for the teacher to use their professional judgement when considering the above and as to whether this feedback is best given in written or verbal form.

Point of error verbal feedback/live marking	Post-mortem verbal feedback	Post-mortem written
<p>The most effective feedback comes at the point of error.</p> <p>The teacher and TA 'helicopters' during the lesson giving feedback at the point of error. The teacher may also choose to target individuals or specific groups of children.</p> <p>Example: A student making an error with a maths calculation</p>	<p>Marking which takes place after the lesson but is carried out verbally.</p> <p>The teacher and TA may choose to discuss a child's work with them at some point during the same day. This could be done 1:1 or through small group intervention. The teacher may also choose to do this as a whole class.</p>	<p>Marking which takes place removed from the lesson, even if returned to the student the next day.</p> <p>The teacher may choose to give written feedback to children not seen during the day or for a particular piece of work. It is important that the child is given time to reflect and respond to this.</p>

being guided to find their mistake.	Example: A discussion with a student/class regarding their language choice, encouraging them to think of different word choices.	Example: A written comment regarding the overall impact of a pupil's writing on the reader.
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Non-negotiable Procedures for Marking

- The focus of marking will relate to the objective which the pupils are working to achieve.
- Teachers should use the following colours to mark children's work:
 - Green for Good – positive comments about the achievements made or rewards.
 - Pink for Think – highlighting errors/misconceptions or actions that the child should address when editing their work.
 - Purple for Progress – comments/questions that work towards the child's target or for those exceeding the learning objective to extend.
 - Blue – Teacher Assistant
- Teachers will use the following key when marking:
 - ✓ Correct
 - ✓✓ Good point
 - Incorrect
 - Circle any errors
 - SP Spelling correction needed
 - P Punctuation correction needed
 - ? This does not make sense
 - ~ Check this part of the sentence
 - ^ Missing word
 - // New paragraph
 - VF Verbal feedback given
- If feedback is given verbally VF will be used to indicate this. No other comment is expected however, if an example is discussed/modelled with the child, it can be helpful that this is completed in the child's book so that they can refer to it.
- The marking code should be accessible to all pupils in the learning environment.
- Pupils will use a red pen as a polishing pen to show how they have edited their work in response to the teacher, self or peer feedback.
- If a child has been supported during the lesson, this will be indicated with 'Supported' or 'Guided'. For some pupils, it may be pertinent to indicate when writing is 'Independent'.

Careless mistakes and Misunderstandings

A careless mistake may be simply indicated as incorrect, without giving the right answer using the Key for Marking. A misunderstanding should be addressed by providing prompting or clueing questions (written or verbally) which lead pupils to underlying principles.

Whole class/group feedback

- Teachers should use their judgement about whether individual or group feedback will best suit the learner. They are welcome and encouraged to use 'mark books' which facilitate group feedback. Although there is no obligation to keep a record (using a markbook), this is considered best practice. See below for guidance on providing group feedback:

1. After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into three piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well.
2. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid. Here is an example (see bottom of policy for blank form):

Whole Class Feedback Sheet Date: 4th Sept '17 Lesson: English

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie's book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

3. The teacher now begins the next session using the notes from the sheet as an aide-memoire. The start of the next session begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts, etc) and then addressing common misconceptions that had arisen. If needed, there should be an opportunity for children to respond/improve their own work. This should last around ten minutes.

English Guidance

- 'Cold' writes should be used by teachers to inform planning based upon the gaps in tools that children should be using to make their writing effective.
- 'Hot' writes should be used for an assessment judgment.
- Feedback has most impact during the Innovation Stage when pupils are practising the tools needed alongside the shared writing. During this phase, feedback may take the form of individualised verbal feedback, it may use the above

coding system or may include a short written comment. There may also be need for whole class or small group feedback to address common errors.

- Feedback in the Invention Stage should be weighted towards overall effect on the reader. Verbal and coded feedback may be given to pupils during the lesson and small groups may be organised to support tools that are not yet embedded.
- Toolkits and success criteria (developed with the class) may be used for pupils to self or peer mark.
- Spelling of high frequency words or National Curriculum statutory spelling lists for Year 3/4 and 5/6, should be corrected by the pupil. The spelling of more unusual or challenging words can be corrected by the teacher for the child to practise at the bottom of their page. These spellings can be used as 'personal words' to learn at home. There is discretion within this depending upon the needs and attainment of the pupil.

Maths Guidance

- Lessons where answers are either correct or incorrect may be marked within the lesson by the pupils, therefore providing instant feedback.
- Learning objectives should be highlighted according to whether the child has met that learning objective during the lesson.
Green – achieved, Amber – almost there, Pink – further work needed.
It is best practice that any child that has an amber or pink highlight will be followed up as soon as possible by the teacher or TA providing feedback or intervention. Some pupils may require 'depth and extension' activities such as a 'Champions' Challenge' or reasoning task. These pupils should be identified prior to the lesson and their progress monitored to decide when would be the best time for them to be given the activity.
- Modelling of calculations to support with misunderstandings maybe written in books – this should mainly be completed alongside the pupil so that they can see the steps taken.
- When appropriate, some children may want to write an evaluative comment to their teacher to support in picking up any misconceptions/gaps that need addressing.

Topic books

Teachers will decide on key pieces of work through the topic in which to provide feedback verbally or written, following the non-negotiables for marking. Comments will focus on the task or material taught although other transferable cross-curricular skills may be commented on when seen.

Peer marking / Self marking

Pupils will require modelling of marking in order to understand how to provide valuable feedback to their peers and when carrying out self-reflection. The teacher may wish to support peer/self-marking through the use of toolkits, sentence starters or success criteria statements for the pupils to access. It should be noted that it is good practice for teachers to select a sample of pupil books to determine any extra support pupils may require, however further teacher comments are not required.

Teachers may decide to set up 'marking stations' within the classroom where children can get access to the answers. When used correctly, this means children can use the marking stations to independently check they are on track after a few questions, or self-mark work when complete. This needs introducing properly to the children so they understand how to use the stations responsibly and independently.

Presentation Standards

These should be well established across the school. Written and verbal feedback will be used to maintain these when necessary.

Group/Class Feedback Sheet		Date:	Lesson: English
What to praise and share		Need further support	
Presentation		Basic Skills Errors	
Misconceptions and Next Lesson Notes			