



FST Primary Schools Federation

Marking & Feedback Policy



Love, Learn and Grow Together

At Foston CE and Terrington CE (VA) Schools, our commitment is to exploring sustainability, affirming diversity, embracing community, and inspiring creativity. Our core Fruit of the Spirit values of love, joy, patience, and self-control are rooted in the words of St Paul (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff, building an ethos where all can flourish.

At Stillington Community Primary School our commitment to exploring sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Agreed by the Governing Board: September 2023

Next Review: September 2024

'Feedback is one of the most powerful influences on learning and achievement'.

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research (1999) comparing 500 meta-analyses of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

1. Where am I going? (What are the goals?)
2. How am I going? (What progress is being made toward the goal?), and
3. Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out the procedures agreed by the schools to ensure a consistent and impactful approach to Effective Marking and Feedback at Foston, Stillington and Terrington Schools.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

1. Aim

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.

Effective marking and feedback are 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 aim 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.

2. Processes

Five types of marking and feedback occur during teaching and learning at Foston, Stillington and Terrington Schools:

- i. Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and

midsession adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

- ii. 'Light' marking of work, acknowledging, and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii. Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv. Self-assessment and peer assessment of the attainment and success of a piece of work.
- v. Live marking of work in which work is marked during the lesson and children are given instant feedback to move the learning forward. In maths children will be extended during the lesson, resulting in less next steps between lessons.

3. Non-negotiable Procedures for Marking and Presentation

Teaching Staff

- All marking by teaching staff is to be carried out in black pen
- All marking is to be done in a clear legible hand
- The marking code should be accessible to all pupils in the learning environment
- Pupils will receive either written or verbal feedback on all work – a 'VF' may be recorded for the former.

Children

- All marking by children is to be carried out in green pen
- All work should have a title and a date
- Short date written in KS1, long date in English in KS2, short date in Maths
- All sentences will start with a capital letter and end with a full stop
- Where appropriate, tables, diagrams and arrows/linking lines etc. will be drawn using a pencil and ruler
- All books should reflect pride taken in work
- Mistakes should be crossed out with a single line

Developmental marking:

- When identifying specific success, the respective work in the pupils' book (English or Maths) will be identified in yellow highlighter. The corresponding comment will also be highlighted yellow.
- When identifying an area for specific improvement the respective work in the pupils' book (English or Maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.
- To manage marking, sticky notes may be used to identify where response is required, or to enable the pupil to transfer a comment or target forwards to the next piece of work.

Self-assessment

Pupils will traffic light their work against their learning objective accordingly

- ☐ Red: 'I don't understand anything'
- ☐ Amber: 'I am unsure and still need a little bit of help'
- ☐ Green: 'I can understand the learning'
- ☐ Blue: 'I am confident enough to coach'

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This is to be carried out using green pen. Children may correct the spellings in a peers' book, so long as green pen is used to make the correction.

Responding to comments

Pupil response to comments should be made in green, so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards

As Adults in school, we want to recognise good work with stickers, house points, smiley faces etc. However, empty praise is as ineffective as empty criticism. Consequently, specific praise is preferred whenever possible to boost the confidence and self- esteem of our young learners e.g. 'You have used a range of adjectives to write a powerful opener', rather than 'That's a good piece of work.'

4. Procedures in greater detail:

Giving effective feedback to pupils:

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings:

- i. Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder target set for the individual.
- ii. Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.
- iii. Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should:

- ☐ be positive, specifically identifying what has been done well. (Highlighted in yellow)
- ☐ Identify an area for specific improvement followed up with an improvement task. (Highlighted pink)
- ☐ Or identify a specific area for deeper investigation/ extension of understanding (Highlighted pink)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- ☐ Refine a teaching point to consolidate or reinforce understanding.
- ☐ Extend understanding to deepen learning or raise to a higher level of thinking
- ☐ Address/explore misconceptions
- ☐ Pick up errors if apparent
- ☐ Address incomplete work and presentation issues
- ☐ Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

Examples of feedback prompts can be found in Appendix 2

The Frequency and Nature of Pupil Response to Feedback

- Work that is marked developmentally requires a response from the pupil.
- Pupils are to initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr5, and throughout the school year appropriately.
- In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.
- By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently.
- They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.
- For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise, then the teacher will wish to address this with the child through another medium than feedback and response.

5. Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines at the end of this policy: to initial work they have supported, identify if

work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook on arrival in the school. Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Senior Teacher to ascertain whether the marking of all pupils' work is monitored or a sample.

6. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

7. SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may include:

- Writing comments for specific pupils in an accessible colour
- Supporting pupils to read comments
- Recording verbal feedback and response.

Such requirements should be identified in a pupil's IPM as required.

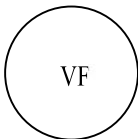
8. Monitoring and Evaluation

Monitoring of the policy will be conducted through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor, and feedback will be given to individual teachers.

Appendix 1 - Marking Symbols



Teacher has given verbal feedback to the child
(Words can be included e.g. full stops)

Yellow for
objective met)



Yippee (for a positive comment or a learning

Pink for Think



(for next steps for the children)

Polishing Pen for



children to show their reply to the marking or to show
peer assessment

Traffic lights can
incorporate



be used by the teacher or by pupils for self-assessment. They can
colours or faces.

Appendix 2 - Examples of feedback prompts requesting response.

Writing Prompts

- Read your work- can you add?
- Try to find the sentence which needs to be changed and doesn't make sense?
- Try to find a sentence that needs improving?
- How could you check this?
- Now try these.
- Is there another way you could write this information?
- Can you find a way you could write this in a shorter sentence?
- Finish this sentence...
- Fill in the blanks...
- Highlight the sentence where you have used _____
- Boom! This sentence by adding...
- Tell me ____ reasons why I should give you a house point ☺ Tel me ____ that have ____?
- Tell me two sentences that have _____

Maths Prompts

- Look back at your work- can you add?
- Can you find where you went wrong?
- How could you check this?
- Now try these. (mastery)
- If the answer was ____ what could the question be?
- Is there another way you could do this?
- Can you find a quicker way of doing this?
- Finish this sentence...
- Fill in the blanks...
- Highlight where you have used _____
- Explain what ____ means?
- Tell me ____ reasons why I should give you a house point ☺ What have you learnt about?