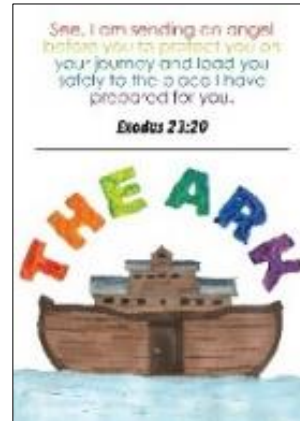


St Michael's CE (A)



Primary School

Effective Marking and Feedback Policy

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

Policy adopted: Wednesday 16th October 2024

Policy Review: October 2025

Signed: **Linda Guest** (Chair of Curriculum and School Improvement)

Effective Marking and Feedback Policy

INTRODUCTION

Vision

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

Motto

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.' John 13 v 34

We believe the values of faith, hope, love and joy underpin all we do at St Michael's. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

'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-analysis 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:

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

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.

Marking and feedback may be presented differently for different classes. Teachers are asked to use their professional judgement and detailed knowledge of the pupils they teach, to ensure they consider and provide the best feedback possible to enable pupils to make progress in their learning.

(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 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.

(2) Processes

Four types of marking and feedback occur during teaching and learning:

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 mid-lesson adjustments, including moving pupils on. Verbal Feedback may be indicated by VF.

ii) **Marking against the objective** in which staff will indicate the pupil's progress towards the learning objective by the end of the lesson.

A tick against the learning objective will indicate that it has been met.

A dot against the learning objective will indicate the child is working towards it.

A cross against the learning objective will indicate the child has not met the learning objective, nor made progress towards achieving it.

This form of marking will take place for all lessons in which a pupil has recorded the learning objective in their exercise book.

iii) **CET 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.

C stands for **Consolidation** where a child requires further opportunity to rehearse the skill taught in the previous lesson or correct any mistakes they have made.

E stands for **Extend** where a child has met the lesson objective and can be moved on in their learning. Extension tasks provide children with opportunities to apply the skill in different contexts and demand a deeper level of thinking.

T stands for **Teach** where a child has not met the learning objective and requires further teaching input to address misconceptions or to re-teach the skill using a different approach.

Where CET is used to provide feedback to pupils, a 'Walk into Learning' session must follow. 'Walk into Learning' opens the next lesson and provides children with time to complete consolidation or extension activities, set by the teacher, or for the teacher to re-teach a group of pupils or an individual as necessary. 'Walk into Learning' activities are completed by pupils in a purple pen so they can be clearly distinguished.

iv) **Self-assessment and peer assessment**

Self-assessment will take on specific forms in maths and extended writing (see detail in maths and extended writing sections below). For all other subjects, self-assessment will take the form of a written comment against the learning objective or success criteria for the lesson.

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. The peer assessor's initials must also be left.

(3) Non-negotiable Procedures for Marking.

All work must be marked for the next lesson.

All marking is to be done in legible joined handwriting; aligned to the school handwriting policy.

The marking code is to be followed in all cases.

The marking code should be accessible to all pupils in the learning environment

Maths
<ul style="list-style-type: none"> All work will be marked against the learning objective CET will be used to give feedback after every lesson and the next lesson will begin with a 'Walk into Learning' session. <p>Self-assessment in Maths</p> <ul style="list-style-type: none"> Pupils will traffic light their work against the WALT
English
<ul style="list-style-type: none"> All work will be marked against the learning objective CET may be used at the class teacher's discretion Written feedback may be used, at the teacher's discretion, as another form of developmental marking or to share positive feedback with the pupil Self and Peer Assessment to be used at the teacher's discretion
Extended Writing
<ul style="list-style-type: none"> The WALT and success criteria should be ticked, dotted or crossed. Teachers should take their success criteria from their year group's writing checklist. The writing success criteria should be glued into the books at the start of every piece of extended writing, for self and teacher assessment.

<ul style="list-style-type: none"> At the end of a piece of writing, teachers should make a positive comment and use either CET or written feedback to support further development of the child's writing during the editing lesson. <p>→ Arrows should be used to indicate the editing task</p> <p>Self-assessment in Extended Writing</p> <ul style="list-style-type: none"> Upon completion of a piece of extended writing, the pupil should self-assess their writing against the given success criteria, prior to the teacher assessing it.
RE
<ul style="list-style-type: none"> All work will be marked against the key question At the end of a piece of work, teachers should make a written comment to provide positive feedback and support further development of the child's learning.
All other subjects
<ul style="list-style-type: none"> All work will be marked against the learning objective CET may be used at the class teacher's discretion Written feedback may be used, at the teacher's discretion, as another form of developmental marking or to share positive feedback with the pupil Self and Peer Assessment to be used at the teacher's discretion

Responding to comments

Pupils' response to comments should be made in an alternative colour – so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded as 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, Marvellous messages etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

(4) Marking in the Early Years Foundation Stage

(See Appendix 2 for marking code)

Marking in EYFS will be in the form of

- Verbal feedback
- Verbal feedback with a short pupil response recorded by practitioner
- Light marking of work to the learning objective. e.g Well done you can.....
- Self-assessment towards the end of the year

(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.

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 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 Deputy Headteacher, to ascertain whether the marking of all pupils' work is monitored or a sample of work.

(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 particular subject area. Likewise, the SEND Lead 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 Deputy Headteacher to liaise with the Subject Leaders and to feed back to the Headteacher and 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) Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

(8) SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

Marking in the Ark- Non- negotiables see Appendix 3

(See Appendix 4 and 5 for marking codes)

(9) Monitoring and Evaluation

Monitoring of the policy will be done 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. In Early Years, this will also include scrutiny of observational assessment and content of Floor Books as well as conversations with practitioners regarding individual pupils. This will be triangulated with the Marking Policy and 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 as necessary. Any whole school issues will be addressed rapidly through INSET.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also Raising Achievement Plan (RAP) meetings and review of SEN provision and impact of the Pupil Premium Grant.

Appendix 1 - Marking Code/Prompts (to be displayed in classrooms)

Content prompts



correct

X

incorrect

Word underlined

spelling mistake

Sp x 3 (in margin)

3 spelling mistakes to find on this line

P (in margin)

punctuation error

G (in margin)

grammar error

T (in margin)

tense error

?

Doesn't make sense

//

start a new paragraph

^

Word missing

→

Editing task

Assessment prompts

WALT

Learning Objective

VF

verbal feedback

Appendix 2 - Marking code for Early Years Foundation Stage

Content prompts



correct

X

incorrect

Assessment prompts

I

Independent work

S

Supported work

VF

verbal feedback

Appendix 3: The Ark

Non-negotiable Procedures for Marking.

All work must be marked for the next lesson.

The marking code is to be followed in all cases.

The marking code should be accessible to all pupils in the learning environment.

- ✓ = *WALT met*
- = *WALT partially met*
- = *WALT not met*

Maths
<ul style="list-style-type: none">• All work will be marked against the learning objective with a (tick/dash/dot/ab)• CET will be used to give feedback, when appropriate, at the end of every lesson. This will be completed-at the end of the lesson.• Pupils will traffic light their work against the WALT.
English
<ul style="list-style-type: none">• All work will be marked against the learning objective with a (tick/dash/dot/ab)• CET will be used to give feedback, when appropriate, at the end of every lesson. This will be completed-at the end of the lesson.• Pupils will traffic light their work against the WALT.
Extended Writing
<ul style="list-style-type: none">• All work will be marked against the learning objective with a (tick/dash/dot/ab)• Teachers should mark against the writing that the child is working within.• At the end of a piece of writing, teachers should make a positive comment.• Arrows should be used to indicate the editing task.• During the editing lesson, the pupil should self-assess their writing against the success criteria.
RE (Floorbook)
<ul style="list-style-type: none">• All work will be marked against the key question.• Evidence can include work/pictures/observations.• At the end of a piece of work, teachers should make a verbal comment to provide positive feedback and support further development of the child's learning.
All other subjects (Floorbook)
<ul style="list-style-type: none">• All units of work will start with the assessment overview sheet glued in and/or the topic page.• All work will be marked against the learning objective.• The date and WALT needs to be on the page.• Children's initials need to be under the WALT with a (tick/dash/dot/ab) to show if they have achieved the objective.• Evidence can include work/pictures/observations.• Children can add to the floorbook as and when appropriate.

Responding to comments

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

Appendix 4 - Marking Code/Prompts (to be displayed in classrooms)

Content prompts



correct



incorrect

Word underlined

spelling mistake

Sp x 3 (in margin)

3 spelling mistakes to find on this line

P (in margin)

punctuation error

G (in margin)

grammar error

T (in margin)

tense error

?

Doesn't make sense

//

start a new paragraph

^

Word missing

→

Editing task

Assessment prompts

WALT

Learning Objective

VF

verbal feedback

Appendix 5 - Marking codes

Content prompts



correct



incorrect

Assessment prompts

I

Independent work

S

Supported work

VF

verbal feedback

GT

guided task/ group work.