



Feedback and Marking Policy

At Rollesby Primary School and Nursery, we recognise the importance of quality marking and feedback in the teaching & learning cycle and we aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking, and use the latest research surrounding effective feedback to inform our practices.

This policy is underpinned by the latest research conducted by the Education Endowment Foundation (EEF) and the Department For Education (DFE.) Based on the evidence, we have investigated alternatives to onerous written marking; these will reduce teacher workload and provide children with effective feedback in line with the DfE's recommendations which emphasise that marking should be: **meaningful, manageable** and **motivating**.

Key Principles

- The purpose of marking is to support children's learning.
- Evidence of verbal feedback is not provided for the purpose of external verification
- Feedback is most useful when given during or soon after the delivery of the lesson.
- Feedback supports the assessment process within the classroom and comes in a range of forms, not just written.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books (see Marking Key.)
- Live marking is used to provide immediate feedback and move pupils forward within the lesson.

These key principles underpin the EEF and DFE's recommendations; they will ensure that children receive the best possible feedback and that teachers will be able to make assessments which will inform future teaching.

At Rollesby Primary School, we believe that marking should be **meaningful, manageable** and **motivating**.

Meaningful: marking varies by age group, subject and what works best for the pupil in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate outcomes into subsequent teaching and planning.

Comments should have 'added value'- introducing concepts or framed in words which challenge the pupils to think and marking should serve a single purpose- to advance pupil progress and outcomes. (See Appendix A)

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes, short challenging comments or oral feedback is more effective. Pupils need to be encouraged to take responsibility for improving their work. When providing written feedback, we aim to include comments which are more personal leading to pupils feeling that staff were interested in their work; have invested time in them and this is then reciprocated.

Feedback and marking in practice

It is important that teachers evaluate the learning outcomes and provide feedback to the children. This can occur at several stages of the Teaching and Learning process as explained in the table below. The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> Includes teachers gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May redirect the focus of teaching or the task May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or classes 	<ul style="list-style-type: none"> Lesson observations/learning walks

	<p>Provides an opportunity for evaluation of learning in the lesson</p> <ul style="list-style-type: none"> • May take form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Timetabled pre- and post teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged by the teacher; this could be with a simple tick or perhaps by written evidencing of the success criteria.

Deeper Marking

Deeper marking will be a requirement across both key stages at least once every half term. These will inform summative assessments.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, a marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for

future learning. Comments/suggestions should not be repeated over several pieces of work; there needs to be evidence in subsequent work that the children have taken on board the marking and applied it.

Reading and responding to marking

When the children are required to respond to marking from the teacher, they will do it in a purple pen. When this is not required, teachers **will not** need to evidence that the children have read their comments; the proof will be in subsequent work.

For example, if a child has been asked to vary their sentence openers, the evidence that they have read the marking will be in subsequent pieces of work.

The marking key will be visible to all pupils and adults in classrooms. Pupils will understand the symbols used by their teacher and use these symbols when peer marking or editing their own work.

Teachers will mark in their choice of colour but pupils **must** use a purple pen when responding to marking or editing their work.

Both pupils and teachers are encouraged to use highlighters/coloured pen to show good understanding and application as well as identifying possible misconceptions and errors (see marking key.) This is also a useful way when gathering evidence against the curriculum coverage for moderation.

When giving feedback and marking in mathematics errors will be identified by a dot (no crosses); understanding celebrated and misconceptions and errors identified. Prompts will be scaffolded when necessary. Longer, more detailed responses may be required when giving feedback reasoning.

Spelling, grammar and punctuation

When pupils begin a new unit of work in Maths and Literacy, each class will develop a word bank to support pupils in their writing. These words will become the non-negotiables in pupils' work and will not be corrected by the teacher individually. The expectation will be there for pupils to correct these spellings independently. Pupils will have access to these at all times when working in their books.

Spellings will be corrected in accordance with the needs of the pupil and will motivate them to want to improve. Where pupils have attempted adventurous words and words not on the above lists, these will be highlighted by the teacher (see marking code) and, where appropriate, pupils will be encouraged to use support materials to correct them themselves.

Staff and pupils will observe the non-negotiables for grammar when feeding back to pupils. Working Walls and other support materials will be used to guide pupils towards greater independence when editing their work, again this will depend on the needs and ability of the pupil.

Monitoring and Quality Assurance

Teachers are accountable for the marking in their classroom; this will be monitored during work audits once a term by SLT and subject leaders. Marking will also be checked during lesson observations

Marking Key

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes “Do Less, But Better.”

One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

The marking key should be shared with the children; it will be displayed clearly in the classroom.

Celebrating successful outcomes

Teachers may wish to use stamps and stickers to celebrate and acknowledge when a child has demonstrated good learning.

Annotation	Meaning
Coloured Pen/Highlighter of Teachers choice	Demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome. E.g if they have included a good example of a metaphor or used an apostrophe for possession correctly.
Coloured Pen/Highlighter of Teachers choice	Highlights something that needs further attention. E.g missing capital letters. For older children, to promote self reflection, you might highlight the whole sentence and they then have to establish for themselves what the specific error is.
Purple Pen	Children's self-corrections
//	New paragraph
/	New line
^	Missing word
sp	Mark spelling mistakes with sp . KS2 to self-correct using a dictionary/non-negotiable word banks. KS1 to copy out the correction 3 times.
▪	Mathematical error - please correct
✓	Correct answer/acknowledgement that the work has been seen by an adult.

Appendix A

Avoid telling pupils what they already know

Your metaphors are particularly chilling.

I found the opening very moving.

The best bits are where you have really thought about how to explain clearly.

Your character is actually very like an ancient Greek hero.

Some very precise and economical expression

Move pupils on through challenge or by pointing them towards new knowledge

Try to imitate the speech in the story.

Why do you think the writer uses so much repetition?

Now try to use these technical words in your explanations.

Vary the way you begin sentences even more.

Work on adding extra clauses to your sentences.

Have a go at the next stage now