



~FEEDBACK AND MARKING POLICY~

Spring 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

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

(Hattie and Timperley 2007)

'Feedback plays a central role in securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and the teacher/teaching assistant. It is part of the assessment process in that it allows both the teacher and pupil to identify strengths and areas to develop.

AIMS

We aim to:

- Mark children's work in a positive manner that reflects the ethos of the school
- Mark works regularly and consistently in ways that highlight strengths and areas for development, using approaches that are understood by children, staff and parents
- Through feedback, we aim to improve the learner and not solely the piece of work

Four key principles guide our marking:

1. Help children see what they have done well
2. Give clear advice and specific guidance on how the work can be improved
3. Give time to act on feedback



4. Inform future work

KEY PRINCIPLES

Quality feedback and marking is an essential part of the learning process. Effective feedback should:

- Proportionate, effective and time efficient
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- redirect or refocus either the teacher's or the child's actions
- verbal feedback in the moment is more powerful than written feedback after the fact
- Some practical subjects such as ART, DT, MUSIC and PE are best addressed through verbal feedback only.

During lessons, teaching staff should regularly check that the pupils' learning is correct and that their brains are making the correct links. Marking is most effective if it happens during the learning process, not afterwards. Feedback can be verbal or written, and can be given by the teacher, peers, or by the child themselves. Marking should be used to identify children who would also benefit from an intervention before the next lesson.

TEACHING AND LEARNING

FEEDBACK IN ALL SUBJECTS IN SCHOOL

- All work should be marked/feedback given against the clear learning objective stated in the title of the piece of work/header
- Comments or prompt questions will be written in language that the child understands, this may include the use of symbols, depending on the age and stage of the children
- Moderation of marking should take place within year groups to ensure consistency across the school.
- Any colour pen can be used to mark as long as it contrasts with the pupil's writing implement.
- Children are encouraged to check their work before showing it to the teacher
- Marking may be done by the teacher alone, the teacher alongside the child, a teaching assistant, a supply teacher, the child alone or other children.
- We pick up on no more than FIVE spellings to correct. These may be keywords or phonetically plausible words that, based on the child's age and stage, would be reasonably expected to be correct
- Teachers may identify a Target (T) if appropriate and will impact learning.

FEEDBACK IN WRITING LESSONS

General Feedback:

- In order to create consistency, the teachers at Chuter Ede School use a number of agreed symbols throughout the school in Foundation and Key Stage one. These can be used to support the learning objective and by the teacher when marking.
- Where relevant, teachers will make a comment giving positive praise for children's writing, acknowledging where specific objectives have been met, for a particularly impressive piece of work or



application or learning or an individual's progress. This will be preceded by a tick (in a circle) in the margin as an indication to the child that the comment is positive.

- If required, teachers will indicate next steps for children by using a T (in a circle) in the margin and then making a comment.
- Sometimes, teachers will give verbal feedback to a child. This will be noted with 'VF' (in a circle) at the end of the work with a brief description of the feedback given (if appropriate).
- Spelling mistakes of words that the children should know (keywords from previous years, words from year group spelling lists, topic words that are displayed in the classroom) should be written out three times.
- If there are consistent mistakes throughout a piece of work e.g. keyword spellings, capital letter and full stops mistakes, and letter or number reversals, these should be corrected no more than three times in one piece of work. The teacher/TA should then follow up with the child.

KS1 Presentation of corrections:

- Spellings/letter reversals – the word will be written for the child to copy, and 3 lines drawn ready. For example:

because _____

b _____

- A large box will be placed around the missing/incorrect capital letter for the child to edit within their work and a small box placed to show where a missing full stop needs to be added.

KS2 Presentation of corrections:

- Incorrect spellings will be underlined and 'sp' written in the margin. At the end of the work, 'spx3' will be written in margin. Depending on the age/ability of the child, the correct spelling might be written for them to copy or they might be expected to find the correct spelling themselves.
- In LKS2, boxes may be used (as for KS1) appropriate to the ability of the child or CL/FS identified in the margin.
- In UKS2, CL/FS will be used in the margin for the child to locate and edit. Boxes may still be used for children with SEN if more appropriate.

FEEDBACK IN MATHEMATICS LESSONS



In addition to the whole school key principles

- Presentation of corrections for:
Reversals and formation of numbers à 5 _____
Suggest using a dot to indicate where the number should begin on the teacher's example or tracing numbers where necessary.
- Live marking to take place whenever possible so that misconceptions can be addressed immediately.
- Individual calculations may be marked by a teacher, teaching assistant or the child (as part of whole class/group marking)
- Use a cross for incorrect answers in both KS1 and KS2
- Use a box or indicated area for correction as appropriate
- Corrections to be marked with a tick and 'c' for correction ie üc.
- Time will be given for children to address errors in calculations, using their purple pen. Corrections will be marked
- Teachers will have oversight of written responses to reasoning questions, as can not always suitably be addressed during whole class/group marking situations (This will be dependent on the age and stage of pupils)
- There may be times when the level of support or verbal feedback needs to be stated. This will be indicated with an 'S' or 'VF'

PRESENTATION

All work is to be completed to a high standard with careful presentation, sticking in of worksheets and correction of errors. Teachers will reinforce and expect these high standards based on the age and stage of individual pupils.

Work will be dated and underlined:

- Written work with the full date
- Maths work with the digital date only

Worksheets will only be used where they effectively support the age and stage of the pupils. Where this is the case, sheet will be pre-trimmed to fit.

Correction of errors will be completed in purple pen. Erasers will be used at the discretion of the teacher. Otherwise, a neat line will be used to cross out.

Pencil/Pen will be decided at the discretion of the teacher, dependent on the age and stage of the children. However as a guide, by KS2 children will write in blue pen and complete all maths work in pencil.

Foundation Stage Marking Policy

A lot of the learning children do in the Foundation Stage is practical and frequently child-initiated. This way of working allows all practitioners to provide verbal interaction, feedback and questions in the moment, to respond to the children and move their learning on.

Where children have completed a piece of teacher-directed, or even child-initiated, written work, the marking and feedback of this piece will be given at the moment, either throughout, or at the end of the piece of work.

Writing



CHUTER EDE PRIMARY SCHOOL- MARKING POLICY

- Each piece of work will be denoted by a header which contains symbols and learning objectives.
- Symbols are used to define the outcome of the piece of work.
- Symbols are used for the teacher to assess and pupils to self-assess.
- Each symbol is annotated with either a tick or WT (working towards).
- The symbols used are:



finger space



full stop



capital letters

- Children's work is transcribed above by the practitioner with ticks to indicate every correct letter sound represented in their work unless the whole word has been spelt correctly in which case it will be ticked.
- Tricky words which have been taught will form spelling corrections. The pupil will then practise these 3 times and this expectation will be by the Summer Term.
- Letter formation is practised in the moment with the child.

Mathematics

- Each piece of work will be denoted by a header which contains symbols and learning objectives.
- Symbols are used to define the outcome of the piece of work.
- Symbols are used for the teacher to assess and pupils to self-assess.
- Each symbol is annotated with either a tick or WT (working towards).
- The symbols used are:



- Number formation is practised at the moment with the child.

Child Initiated: defined as any piece of work a child has chosen to complete without adult direction or instigation

- This piece of work will be marked with a CI (child-initiated)

Adult-led: defined as a piece of work adult-instigated

- This piece of work will then be acknowledged with S (supported) or I (independent)

The above pieces of work will be found in a child's folder.

Feedback in this instance is verbal and ongoing throughout the piece. Notes may be made on the work to indicate what the child was able to do independently and what they were supported with, these notes are made for the practitioners to use in assessment and supporting future work rather than for the children.

EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. We follow the principles of equity and equality. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural backgrounds of all.

All protected characteristics will be considered in the review and implementation of this policy. All feedback given will be respectful and appropriate.



Children will receive feedback and next-step support, in a form which is accessible to them. This will take into account the abilities, disabilities and stage of development for each child. Where work has been heavily supported, this will be indicated by TA initials and verbal feedback will have been given.

Examples:

- A photocopy of a whiteboard
- A photo of a concrete construct
- Smiley face instead of written feedback
- Use of spell checker on/off appropriate to the task and need
- Use of AI tools when recommended by PDSS
- Understanding that revisiting a task may not be appropriate and instead next steps can be addressed through future individual planning
- Adapting the spelling expectations of the marking, such as just focusing on the child's keywords (either achieved or current focus)
- Encouraging the pupils to highlight their spelling errors
- Use of self/ peer marking

Children will receive feedback and next-step support, in a form which is accessible to them. This will take into account the abilities, disabilities and stage of development for each child.

Challenge

Efforts and achievements are celebrated, as they are for all children. Targets are set to deepen understanding and support the next step of development

ROLES AND RESPONSIBILITIES

The SLT are responsible for:

- Developing and reviewing the marking policy and its implementation
- Updating the policy periodically and ensuring that it is successfully implemented throughout the school
- Providing opportunities for professional discussion and reflection

The **class teacher** is responsible for:

- Planning lessons which consider the marking implications and objectives
- Providing timely, meaningful feedback
- Allowing time for pupil reflection/action following feedback
- Using the knowledge gained from marking to inform future planning and intervention
- Following the relevant policies

The **Headteacher/Head of School** is responsible for:



CHUTER EDE PRIMARY SCHOOL- MARKING POLICY

- Ensuring equality of access for all staff and pupils
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for staff to fulfil their responsibilities

HEALTH AND SAFETY

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.