Marking and Feedback Policy

1. Rationale

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on 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, 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)

2. Roles and Responsibilities

The Executive **Headteacher/Head of School** is responsible for:
- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across EYFS/KS1 and KS2 within the school.

   Teaching staff are responsible for:
- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is **appropriate** to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making expected progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Aims

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:
- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- 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.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

4. Processes

Four types of marking and feedback occur during teaching and learning at Bishop Lonsdale Primary School :

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. 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.

Peer assessment (PA) and Self-marking (SM) will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback.

5. Non-negotiable Procedures for Marking in all subjects

- Marking is to be carried out in pink pen.
- All marking is to be done in clear legible handwriting aligned to the school handwriting script.
- **All** pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week.
- Other subjects should be developmentally marked at least twice per unit/topic.

In developmental marking:
- Areas for specific improvement should be identified (with a limit of two).
- Areas for specific success should be identified (with a limit of two).
- The school marking code should be used.

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. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

EYFS Spelling and punctuation errors should be underlined using pink highlighter.
KS1 Spelling, punctuation and grammar errors should be highlighted in pink.
KS2 Spelling, punctuation and grammar errors should be highlighted in pink in the margin.

6. Self and Peer Assessment

- In some pieces of work, self and peer assessment will engage children in the formative assessment process.
- This marking should be completed in green pen.

7. Responding to comments – Fix It Time

- Pupil response to comments should be made in green – so it is clear they have been completed. If this is verbal, it should be recorded as such, using the marking code. Response should be made as soon as reasonably possible in order to support pupils effectively.
- Fix it time should take place first thing in the morning and first thing in the afternoon session in KS2 and KS1. In EYFS fix it time should take place during continuous provision.

8a) The Frequency of Developmental Marking

All pupils' work is to be at least light marked by teacher or support staff.

- No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately.
- This is important as it charts the process and progress of pupils' learning.

- In English and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

8b) 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.

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the learning objective / pupil self-assessment or to skills being carried forwards from previous learning.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

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.
- Identify an area for specific improvement
        Or
- Identify a specific area for deeper investigation/ extension of understanding

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 practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.
- Question a pupil to encourage thinking or reasoning skills.

8c) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

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.

Acknowledgement of response

This should be swift, light marking with a simple tick. If greater issues arise then the teacher will address this with the child through another medium than feedback and response.

9. Role of 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 on arrival in the school. Supply teachers should write 'ST' in the corner of the page to indicate supply teacher.

10. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

11. Equality of Opportunity

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

12. SEN 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 support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in their target review sheet.

13. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Senior Leadership team and subject leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The senior leadership team will also monitor the impact of developmental marking through work scrutiny in all subjects as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil voice 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.
Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data.

14. Policy Review
This procedure has been agreed by the staff May 2025 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than May 2026.

Appendix One – Marking and Feedback Code

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- **KS2** Spelling, punctuation and grammar errors should be highlighted in pink but in the margin.

Λ	Missing letters/words
/	Finger space needed
//	Paragraph
P	Punctuation
G	Grammar
Sp	Spelling
CL	Capital Letter
∞	Conjunctions

⤴	Reversals/Back to front
.	Almost there! (Maths)
V	Verbal Feedback
☆ W	Stars and a Wish
CP	Continuous Provision
I	Independent
Gp	Group
S	Supported
Gu	Guided
Paired	Pair
TRS	Target on target review sheet met