

ST MARY'S CE PRIMARY SCHOOL BENTWORTH
FEEDBACK AND MARKING POLICY
Date of implementation: September 2024
Date for review: September 2026



Ownership: Education Committee	Linked to: Teaching and Learning Policy
Review Committee: Education Committee, Head Teacher	
Communicated to: All Staff, Pupils and Parents	
Evaluation: (inc links to evidence)	

**Love: we have a love of learning and
we enjoy the support and challenge of feedback**

Respect: we appreciate the feedback given to help us improve

Belong: we know we have support

Aim

It is important that the teaching team provides constructive feedback to children, focusing on success and improvement needs against learning goals. This enables children to become reflective learners and helps them to close the gap between what they can do currently and the next learning steps. We aim to maximise the effectiveness of its use in practice and be mindful of the workload implications of written marking.

The Principles of Effective Feedback

- ✓ Effective feedback furthers children's learning.
- ✓ Evidence of feedback and marking is incidental to the process.
- ✓ Feedback leads to improvement.
- ✓ Feedback needs a response – where appropriate with written comments.
- ✓ Attention should focus on the next steps, not what has been done well or badly.
- ✓ Be focused; less is more.
- ✓ Be related to the learning goals.
- ✓ Feedback delivered closest to the point of action is most effective.

Feedback should:

- ✓ Be manageable for the teachers and learning support assistants and accessible to the children.

- ✓ Relate to the learning goal.
- ✓ Identify and qualify success.
- ✓ Allow specific time for children to read, reflect and respond to feedback where appropriate.
- ✓ Respond to individual learning needs, taking opportunities to give immediate feedback where possible.
- ✓ Inform future planning.
- ✓ Use consistent codes from Appendix A.
- ✓ Be seen as a positive approach to improving learning.
- ✓ When marking a child's work, adults will use either **green ink** to show where improvements need to be made and **pink ink** to show success.
- ✓ Supply teachers should initial any work taught. All adults marking work should use the agreed marking codes. See Appendix A.

Feedback and Marking in practise

It is vital that teachers evaluate the work that children undertake in lessons, and use this to adjust their teaching/inform their planning. Feedback occurs at one of the three common stages in the learning process:

Immediate feedback: at the point of teaching

- Summary feedback: at the end of a lesson/task
- Review feedback: away from the point of teaching (including written comments)

Immediate Feedback

Teachers gather feedback from teaching, including use of individual whiteboards and book work. Immediate feedback takes place in lessons with individuals or small groups. It is mostly given verbally, with some annotation in books if needed. Immediate feedback may re-direct the focus of teaching or the task.

Evidence of this (for observers) will be seen in lesson observations, learning walks and some evidence of annotation in books.

Summary Feedback

This takes place at the end of a lesson or activity and often involves whole groups or classes. This feedback provides an opportunity for evaluation of learning in the lesson. This may also include self and peer assessment.

Evidence of this (for observers) will be seen in lesson observations, learning walks, timetabled session based on assessment, some evidence of self/peer assessment and may be reflected in some review feedback (marking.)

Review Feedback

This will take place away from the point of teaching and may involve written comments for pupils to read and respond to. It provides teachers with opportunities for assessment

of understanding. This feedback leads to adaptation of future lessons through planning, grouping or adaptation of tasks. It may lead to targets being set for pupils' future attention or immediate action.

Not all pieces of work need to be marked in detail. Where a member of the teaching team other than the class teacher/LSAs has been involved in the child's learning, **the work should be initialled.**

All work will be acknowledged in some form by class teachers. This may be through simple symbols (see Appendix A.)

Age/Phase Appropriate Feedback

In Oak Class, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code will be used where this is understood by pupils (see Appendix A). Where pupils are unable to read/understand comments, these should be shared verbally with children. Independent work will be marked in the following way for assessment purposes;

AI Adult initiated
CI Child initiated

In Ash, Lime and Elder, written marking and comments should be used where meaningful guidance can be offered and children have the opportunity to respond during the next lesson. Written comments should 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.

Self-Marking and Peer-Marking

- ✓ Children should be given time during a lesson to respond to feedback.
- ✓ Children should be trained to mark and self-evaluate, where appropriate.
- ✓ Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and Evaluating this Policy

- ✓ This policy will be monitored through further consultation of staff and through the planned reviews.
- ✓ Children's books will be monitored by the Head Teacher and subject leaders, with written and verbal feedback given to individual members of staff.
- ✓ Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.
- ✓ Subject leaders will monitor subject feedback as part of their monitoring role.

Appendix A

Marking Codes

- You have made an error
- ✓ This is correct, a good point
- ✓✓ Excellent, well done
- ? I do not understand this/this paragraph does not make sense
- ^ A word is missing
- // A new paragraph should have been started
- Missed punctuation circled
- What Wot** Spelling errors will be underlined



Tickled Pink shows where the pupil has met the success criteria.

Tick the learning goal in pink if achieved in the lesson.

Green for Growth indicates where specific improvements need to be made. This will also be used to remind the children of feedback they have received during the lesson.

Orange writing = staff correcting spelling errors

Oak Class: '**Fab 5**' (practise spelling errors 5 times)

Ash Class: '**Great 8**' (practise spelling errors 8 times)

Lime and Elder: '**10 Again**' (practise spelling errors 10 times)

Purple writing = children responding to feedback or making corrections. This also includes self/peer marking.

Blue or **black** pen indicates personalised work set by teaching staff.