



Name of Policy:	Feedback and Marking Policy
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WOOL CE PRIMARY SCHOOL
Feedback and Marking Policy

Rationale

Throughout teaching and learning at Wool Primary, we aim to foster an **aspirational** learning atmosphere where children feel their effort is **respected**, valued and that they can learn from mistakes. Our foundation for creating this ethos comes from our Christian values: **faith, love, respect, perseverance and aspiration**. We also believe feedback is essential in enabling us to build a positive, supportive and challenging learning environment for our children in which they can **grow and flourish**. A combination of both verbal and written feedback ensures teaching staff help children recognise their successful learning behaviour. At Wool CE Primary School, we believe that marking and written feedback should be effective and efficient in promoting learning and its primary purpose is to encourage pupil progress.

Feedback is an essential part of assessment and is vital for effective teaching and learning to take place. Giving constructive and tangible feedback to pupils promotes achievable next steps which lead to pupil progress. We believe the best form of feedback is given verbally. Teachers and teaching assistants are encouraged to discuss work with individuals while they are marking so that it is live. Staff also may provide some written feedback at the end of lessons but will always give children the opportunity to read and respond so that the impact of the marking/feedback is clear.

AIMS

We believe that feedback aims to do the following:

- **Meaningful**- there is a recognition that marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching. All teaching staff give feedback related to the learning objective (LO) for that lesson.
- **Manageable**- marking practice must be proportionate and take account of the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload.
- **Motivating**- the purpose of marking is to help motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: short, challenging comments or oral feedback are often more effective. If the teacher is doing more work than their pupils, then the balance is wrong.
- **Mistakes** – In written work, teachers should correct basic mistakes; for example, the incorrect spelling of some high frequency words or the reversal of digits. Ideally, progress should be secured over a period of time so that the same errors are not repeatedly made. Teachers should always use their judgement when correcting errors; for example, if a child struggles with spelling, it would be appropriate to correct only the most important spellings (up to 3) so that the child is not overwhelmed.
- **Misunderstanding** – Misunderstanding of taught concepts, in any subject, should be addressed in an appropriate manner. This could be through a succinct written comment, pupil conferencing, verbal feedback, re-teaching or through additional input in subsequent lessons (e.g. targeted guided group work, Maths Workshops) so that the child can progress. If verbal feedback is given, or a misunderstanding is addressed through conferencing, teachers should annotate books with **G (guided)**.

Staff aim to foster a culture where children feel safe to make mistakes so that they can learn from them. This will enable pupils to build skills of **perseverance** and **aspiration** which are both identified within our **Christian core values**.

Written feedback may take place during the lesson (at point of teaching), at the end of the lesson or away from the lesson (thus creating necessary time for review). Feedback contributes to the teacher's assessment and is used to inform planning for subsequent lessons.

Essential Elements of Feedback

At Wool CE Primary School, the following bullet points outline agreed elements to ensure continuity between classes:

- Every piece of work begins with the **Learning Objective (LO)** and feedback relates directly to each child's progress towards the LO. EYFS, KS1 and pupils with special education needs may use LO stickers to support recording of the LO
 - Every piece of work has the **date** clearly written at the start
- The **Success Criteria** which enables progression towards the LO are made explicit to children in every lesson, through visual aids, verbal explanation, teacher modelling and/or the working wall.
- Teachers and teaching assistants use both **verbal and written feedback during the lesson** to ensure pupils know how well they are doing and what they need to do to improve. If verbal feedback is given, staff members evidence this is in books with **G (guided)**.
- Staff record written feedback in **green pen**. This is so that it contrasts to children's recordings (which will be in pencil or blue pen)
- Some pupils may have descriptive annotations recorded by teaching staff as part of their feedback (e.g. comments sharing if the child used particular manipulatives in order to complete a task)
- Incorrect spellings and punctuation are identified and underlined using a **pink highlighter**. Incorrect spellings are corrected although the amount of words and type of spelling differs depending on the age and ability of the child. For example, in key stage 1 the teacher underlines and corrects key words that have been spelled incorrectly. In upper key stage 2, staff will underline key words and the children will then be given time to locate the correct spelling of these words in a dictionary and correct their own work
- A **pink triangle** or a **pink line** is used as a symbol to show pupils there is something missing. Teaching staff may use this to encourage a child to search for missing punctuation marks or incorrect use of grammar.
- Teachers create opportunities for pupils to respond to written feedback and act on next steps by planning time for pupils to make improvements to their work.
- Teachers provide pupils with opportunities to self and peer assess. Self/peer assessment can be seen through the use of **purple pens**.
- Staff use a **green highlighter** to underline examples of where a child has been successful in achieving the LO.
- In some year groups, a **green highlighter** can also be used to highlight elements of the end of key stage assessment framework that have been achieved.
 - All marking should be completed using **cursive, joined handwriting** to model good practice to the children. It should be grammatically correct and use accurate punctuation
 - Pupil's work in books is assumed to be independent and teaching staff will use the following letters to signify if this is not the case: **G (guided by teaching staff)** or **P (worked in a pair/with peer group)**.
 - Pupils with special educational needs may have work where an adult has scribed for them. This is completed in **black pen** to show that it is the child's voice.

We feel that this approach ensures the pupil is involved in the feedback process and it is therefore more meaningful, enables each pupil to **persevere** and has greater impact on progress.

In line with our Relationships and Behaviour Policy, staff will use their professional discretion and knowledge of children's needs when implementing this policy. If a child has additional needs, staff will adapt the approach if needed and ensure any changes are recorded on One Page Profiles and/or individual support plans.

Additional Guidance for EYFS

Children's ongoing formative assessments are at the heart of effective early years practice. Staff at Wool CE Primary School observe children as they act and interact in their play, everyday activities and planned purposeful activities. These observations enable staff to accurately assess each child's next step and target interactions to help pupils make rapid progress. Verbal feedback is at the heart of this process. There is a combination of adult led and child-initiated learning opportunities. Tapestry (an online platform) is used to ensure parents/carers and staff can share examples of each child's learning and engagement. Staff planning identifies targeted next steps for some pupils who require additional provision in order to progress.