



# **Feedback and Marking Policy 2023 - 2024**

**Effective Date: September 2023**

**Last reviewed:**

**Reviewed by: Miss K Hayward, Executive Principal**

**Next Review Date: September 2024**

*'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'* Feedback & monitoring pupil progress, Education Endowment Foundation

### **Statement of Intent**

At Moggerhanger Primary School, we recognise feedback as an important part of the teaching and learning cycle. The intention of this policy is to ensure that we provide high-quality feedback to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments in order to adjust their teaching, both within and across a sequence of lessons.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes/intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired achievements.

All children are entitled to regular and constructive feedback on their learning. The marking and feedback of work at Moggerhanger Primary School is an integral and essential part of both assessment for learning and the assessment process and, as such, informs future planning, teaching, and learning.

The teaching standards also help us to understand our role in providing feedback, particularly standard 6:

#### ***6. Make accurate and productive use of assessment***

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

It is agreed that the policy should be:

- ✓ **Positive** – recognising that children flourish with praise
- ✓ **Consistent** throughout the school, accepting the need for some differences of approach within different age ranges or in the case of children with SEND
- ✓ **Agreed** and implemented by all staff
- ✓ **Available** for parents to read and discuss with members of staff

### **Feedback in Practice**

Research shows that effective feedback should:

- Take place with the child present as the ideal standard – although this is not always practical
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear, and usually related to the learning intention
- Encourage and support further effort

- Put the onus on the learner to correct their own mistakes, rather than providing correct answers for them
- Provide a target or next step
- Alert the teacher to misconceptions, so that they may address these in subsequent lessons.

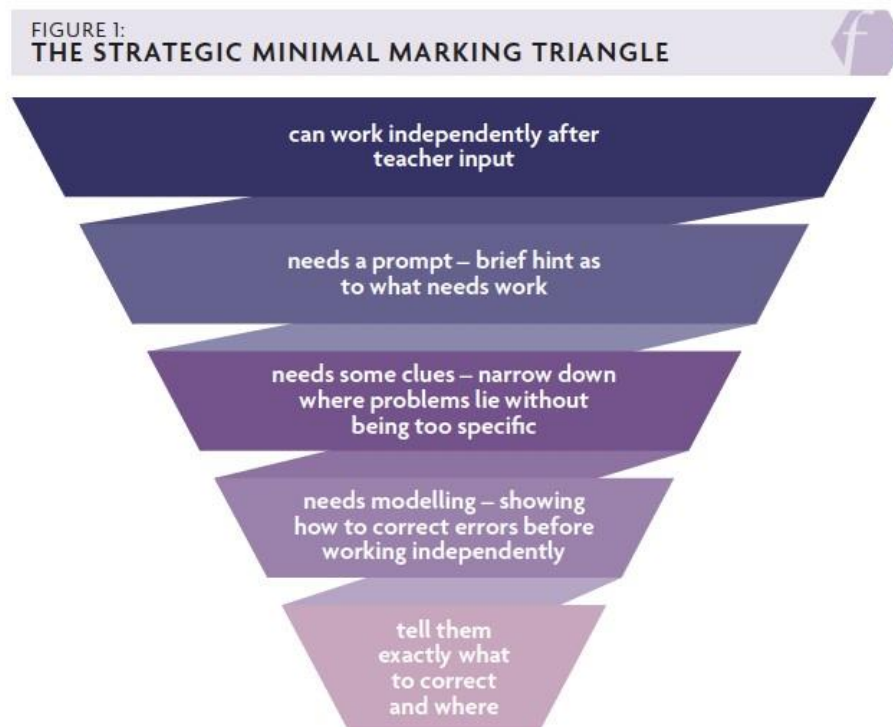
There are four common stages at which feedback may be seen in practice, which we have summarised below as **Immediate**, **Summary**, **After the lesson**, and **Summative**. Here we have provided examples of how feedback may be given during these times.

Type	What it looks like in practice	Evidence
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Teachers gathering feedback during the course of the lesson, including children answering verbally, work on whiteboards and/or in books</li> <li>• Teachers gathering feedback while working with an individual or small group</li> <li>• Teachers giving verbal feedback to children for immediate action, including through use of skilled questioning</li> <li>• If supporting work in books, V written in books, often with an indication of what was discussed e.g. “V – capital letters”</li> <li>• Teachers and LSAs providing support to an individuals or small group</li> <li>• Teachers and LSAs re-directing the focus of teaching or the task during the lesson, to address misconceptions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations during lessons or learning walks</li> <li>• V written in books, often with an indication of what was discussed e.g., “V – capital letters”</li> <li>• Teacher and LSA discussions</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity (may be a plenary or mini plenary)</li> <li>• Often involves a group or whole class</li> <li>• May involve self or peer-marking with agreed answers or success criteria in purple pen</li> <li>• May involve a quiz</li> <li>• Provides an opportunity for children’s self-evaluation of the learning in the lesson, recorded on the WAL</li> <li>• The teacher/LSA may provide a stamp or sticker for the child’s work</li> <li>• May guide the teacher’s requirements for further feedback</li> <li>• May inform the teacher’s requirements to further address areas of need to focus on.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations during lessons or learning walks</li> <li>• Evidence of self- and peer-marking in purple pen</li> <li>• Pupil self-assessment</li> <li>• Evaluation notes may be written on lesson plans</li> <li>• Reference to misconceptions and recaps needed in future planning.</li> </ul>

<p><b>After the lesson</b></p>	<ul style="list-style-type: none"> <li>• After the lesson the teacher may decide that they themselves require further information and feedback on the learning, or that specific/all children require further feedback on the learning</li> <li>• For example, if a teacher has worked closely with one group, they may wish to look at the rest of the children's work after the lesson</li> <li>• Where a teacher or LSA has worked with an individual or group, they may record notes on the level of support that was required</li> <li>• Highlighting of WAL and traffic light system for presentation</li> <li>• The teacher may identify mistakes or misconceptions, or may ask the child to look back and address their own mistakes or misconceptions</li> <li>• Where necessary and appropriate, children may be given some 'Next steps' in child friendly language, to enable them to further their learning, but in general the <i>'Next step is the next lesson'</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Intentions highlighted in books</li> <li>• Evidence teacher's writing in books (usually in green pen)</li> <li>• Evidence of children being asked to identify or address mistakes</li> <li>• Evidence of children correcting these mistakes in pencil or purple pen</li> <li>• Evidence of evaluation and planning.</li> </ul>
--------------------------------	---	--

<p><b>Summative</b></p>	<ul style="list-style-type: none"> <li>• End of unit or term tests</li> <li>• Half termly phonics assessments</li> <li>• 'Mock' assessments of national assessments including Year 1 Phonics Screening, end of KS1 and KS2 Assessments, Year 4 Multiplication Checks. Assessment of NC statements termly, and 'overall' attainment recorded half termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of NC statements recorded on SIMS once per term</li> <li>• Current 'overall' attainment recorded on Sims once per term</li> <li>• Assessment papers or spreadsheets with test marks where appropriate.</li> </ul>
-------------------------	---	---

We acknowledge that in providing feedback to children, we must not give the children ‘all the answers’, but rather direct them to identify and correct their own mistakes. The ‘Minimal Marking Triangle’ is helpful for exploring this concept.



*Impact: Journal of the Chartered College of Teaching*

The aim is to start with the assumption that all children can work independently given prior input, and gradually increase the amount of feedback and intervention required as necessary.

### **Written Marking**

At Moggerhanger Primary School we acknowledge that the Department for Education’s research into teacher workload has previously highlighted ‘written marking’ as a key contributing factor to workload (*Eliminating unnecessary workload around marking, DFE, March 2016*). In response to this, we aim to make use of the good practice approaches outlined by the Education Endowment Foundation Toolkit. We agree with the DFE’s principles that feedback (including marking) should be: Meaningful, Manageable and Motivating.

It is widely acknowledged, including by Ofsted, that written marking in books “has become disproportionately valued by schools and has become unnecessarily burdensome for teachers” (Ofsted, 2016). At Moggerhanger Primary School, written marking in books forms one part of the larger picture of feedback, as detailed in the table above (page 4).

## Processes for Written Marking

The two types of written marking which may occur during teaching and learning at Moggerhanger Primary School are:





- **'Light' marking** – Acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work
- **'Deep marking'** - May occur from a checkpoint activity or at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example in English high frequency words, spellings, punctuation, handwriting, layout and in Maths challenges, deeper thinking skills, reinforcement of mathematical concepts. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

It is not appropriate for every error of spelling, punctuation, sentence construction and grammar to be corrected. The focus of the marking should be the child's ability to meet a learning intention. We also acknowledge that the next step in learning will usually be the next lesson, and teachers' planning will reflect this.

## Marking Against the Learning Intention

We include a printed learning intention for most lessons in books, here is an example:

**Friday 14<sup>th</sup> February 2024**

Learning Intention ( <i>What skill or knowledge am I developing?</i> )	Self-assessment	Presentation and core skills
•		<b><i>(Differentiated based on Key Stage- See below)</i></b>
How will I achieve this? ( <i>The task or activity that will help me to learn</i> )		
•		
Why am I learning this?		
•		

The children will be asked to self-assess their learning at the end of the lesson, in the form of a smiley face.

























The teacher will, in most cases, highlight the Learning Intention according to whether the this has been achieved. If it has been fully achieved, it will be highlighted in green. If it has been partially met it will be highlighted in orange/yellow. If it has not been met at all, it will be left blank, and the teacher may annotate the reason for it not being met.

## Presentation and Key Skills

The teacher will, in most cases, colour code the presentation and core skills expectations as red, amber or green depending on the child's presentation during the lesson. At times, teachers will ask pupils to self-assess their presentation and core skills. This could be judged on aspects such as handwriting, general presentation or neatness of sticking things in. The judgement will be

made on an individual basis and taking into consideration the child's ability. Children will not be marked down on presentation as long as they have presented their work to the best of their ability.

Presentation expectations are made clear to pupils through visual prompts and are differentiated depending on the child's stage of learning.

Presentation and core skills: EYFS	Presentation and core skills: KS1	Presentation and core skills: KS2
 Left to right direction  Pencil Grip  Letter Formation  Name writing  Read own work  Represents some sounds correctly  Writing for different reasons  Number Formation	 Finger spaces  Listen for sounds  Full stops  Pencil grip  Capital I  Letter formation  Handwriting (ascenders/descenders)  Upper/lower case letters	 Use a thesaurus/change the word  Punctuation  Paragraphs  Join handwriting  Capital/lower case letters  Proof reading  Connectives  Dictionary

### Written Comments

Where the teacher deems it appropriate, they may add written comments during or after the lesson. This will typically include a positive comment relating to what they have done particularly well. Where appropriate, the teacher may add a 'Next step' or 'Developmental' target. This kind of written comment will be completed in line with the Minimal Marking Triangle (see above) and may look like this:

- A question/prompt/hint/clue for the child to consider in relation to that piece of work, or for during future lessons
- A modelled or scaffolded example of how to correct an error
- An explanation of what to correct and how

As previously stated, it is not appropriate for every error of spelling, punctuation, sentence construction and grammar to be corrected. A teacher may provide a small number of words for a child to check the spelling of using a dictionary, or provide the correct spelling for the child to practise.

### Written Record of Verbal Feedback

We acknowledge that the majority of feedback is given to children during the course of the lesson. If the teacher deems it appropriate they may record 'VF' in the margin, and may make a note of what feedback was given. However, by the nature of 'verbal feedback', it does not need to be recorded as this could detract from providing support to other children during the lesson.

### Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time

- We use materials for teaching which avoid stereotyping, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

At our school we provide feedback to all children, whatever their ability. Through our use of feedback we enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils, all of which are considered when providing feedback to the children. Examples of these strategies include:

- Learning intentions and success criterion to be differentiated, allowing all children the opportunity to succeed within each lesson
- Individualised feedback, taking into account each child's needs
- Different levels of written or oral questioning and feedback for pupils
- Careful use of support for pupils with English as an additional language.

**For our gifted and talented pupils, we will expect:**

- Teachers to provide teaching and learning experiences, as well as feedback, which encourages pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to identify their own next steps in their learning, and begin to work towards these

***Marking and Feedback: Codes at a glance:***

**Agreed colour scheme:**

<b>Green pen</b>	Adult feedback/marketing and comments
<b>Purple pen</b>	Pupil feedback, response or marking
<b>Green Highlighter</b>	Learning Intention Met
<b>Orange Highlighter</b>	Working towards Learning Intention

**Codes at a glance**

- (VF) Verbal Feedback
- (CF) Whole Class Feedback
- (PA) Peer-Assessment
- (S) Support given
- (I) Independent
- (Obs) Observation



### **Marking and Feedback – Rationale and Procedure for Pre-School and Reception:**

- Some lessons will be active with no written work these lessons are assessed through teacher knowledge. Teachers will use their knowledge of the individual child and the Development Matters or Early Learning Goals, as well as the lesson objectives to complete formative assessments
- Children's learning can be assessed through the use of one-on-one conversations, group work, whole class discussions and independent play throughout the provision
- Tapestry is used as our learning journal to provide observations and assessments of in class activities. These observations are assessed against the 7 Areas of Learning for EYFS, the Characteristics of Effective Learning, the Development Matters 'birth to 3' or '3 years - 4 years' checkpoints or SEND Statements for Early Years
- Observations on Tapestry are completed mainly by the class teacher but also by LSAs and apprentices who work closely with that child
- Children's work will be scribed by an adult, when necessary, or there will be marking in green pen to show what the child has written
- Feedback from parents/guardians about their children's learning at home is also considered when assessing children. Upon start Reception or Pre-School, parents are asked to complete an 'All About Me' booklet and provide any information they feel is relevant. Throughout the year parents/guardians are asked to provide feedback on what their child is learning outside of school
- The Reception or Pre-School teacher will endeavour to visit any new starters in their previous childcare setting, in order to observe the child and gain transition information from the child's key person
- Children's work will be scribed by an adult, when necessary, there will be marking in green pen to show what the child is writing or be independently phonetically readable
- All children will receive verbal feedback and praise on each piece of work. Sometimes with corrections or tasks to complete, such as practicing letter formation
- Verbal feedback will mostly be indicated by feedback stamps, work may also have positive praise stamps or stickers on
- Art work will not be formally marked on the page to preserve the child's artwork, praise and verbal feedback may be given
- Summative assessments will be completed at the start of Reception for the Reception Baseline Assessments. We also will complete the Early Years Foundation Stage Profile at the end of Reception, as in line with national expectations
- In Reception we will also assess the children once a half term in penultimate week in maths, phonics and writing. All children in Early Years will be considered against the 7 Areas of Learning on SIMS as Alternative Assessment, Emerging, working in, Secure and Exceeding based on teachers making a holistic, best-fit judgement about a child's development.

Marking and Feedback – Rationale and Procedure for Year 1 to 6:

### **Learning Intentions:**

For individual lessons to be visible to students and referred to. This can be on the PowerPoints / presentations being used. If using PowerPoint adding to the header or footer enables it to be shown on each slide for easy reference.

For the unit being covered an overview sheet with all the learning intentions on.

Suggestion: Sheet issued at the start of the unit and stuck into books and folders. This is done once rather than for every lesson. It can then be referred back to as necessary. Students self-assess

against this sheet either as the lessons are completed or at the end of the unit. This may need to be refined for each key stage. (See Appendix A).

At the end of the unit the marking sheet is used (see appendix B). The learning intentions for the student colour coded (this can be completed all at the end of the unit or as lessons are taught). The marking sheet to include WWW & EBI based on the learning intention statements. Students to be given time in following lesson to act on this and complete Do Now task.

### **Marking Schedule and Expectations:**

Active / Live marking to include the use of VF, S and annotations/guidance.

Subject	Formal/Detailed Marking	Active/Live Marking
English	Once every two weeks a formal piece of marking to take place with completion of marking template.	Each student at least once per week.
Maths	Formal marking at the end of each unit of work using marking template.	Each student at least once per week.
Science	Formal marking at the end of each unit of work using marking template.	Each student at least once per unit.
Geography / History / RE/ MFL	Formal marking once per half term using marking template.	Each student at least once per half-term.
Practical / Creative Subjects	Formal marking once per term.	Each student at least once per term

### **Spellings:**

If SP code to be used, then needs to be added to codes at a glance:

Expectation:

SP used by teacher to identify maximum of three spellings to be corrected in a piece of work.

Correct spelling to be written out by teacher in Green Pen

Student to write out each spelling three times in Purple Pen

### **Student Development:**

Time will be needed in lessons to make the students aware of what is happening. They will support in using the codes when they need to do so and with purple pen marking.

When completing the self-reflection part of the learning intentions, support and guidance needed on how to fill this in. Possible use of sentence starters with the learning intention to be added.

Students will need to be supported in using the marking sheet, reading the feedback and completing the do now task.

For spellings this will need to be built in as part of the usual routine. E.g. when starting a task, students with spelling corrections to complete these first before moving onto new task.

## References

Feedback & monitoring pupil progress, Education Endowment Foundation

[https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf)

*Eliminating unnecessary workload around marking, DFE, March 2016*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

Teaching Standards

<https://www.gov.uk/government/publications/teachers-standards>

**Appendix 1:** Front of book-marking codes sheet

**Appendix 2:** Learning Intention templates, per key stage

**Appendix 3 and 4 –** Proposed marking proformas

## Appendix 1: Front of book-marking codes sheet

*To be stuck into the front of pupil workbooks.*

### **Marking and Feedback: Codes at a glance:**

#### **Agreed colour scheme**

<b>Green pen</b>	Adult feedback/marking and comments
<b>Purple pen</b>	Pupil feedback, response or marking
<b>Green Highlighter</b>	Learning Intention Met
<b>Orange Highlighter</b>	Working towards Learning Intention

#### **Codes at a glance**

- (VF) Verbal Feedback
- (CF) Whole Class Feedback
- (PA) Peer-Assessment
- (S) Support given
- (I) Independent
- (Obs) Observation

## Appendix 2: Learning Intention templates, per key stage

To be used in pupil workbooks, key stage specific

EYFS template:

Learning Intention ( <i>What skill or knowledge am I developing?</i> )	Self assessment	Presentation and core skills
•		
How will I achieve this? ( <i>The task or activity that will help me to learn</i> )		
•		
Why am I learning this?		
•		

Key Stage One template:

Learning Intention ( <i>What skill or knowledge am I developing?</i> )	Self assessment	Presentation and core skills
•		
How will I achieve this? ( <i>The task or activity that will help me to learn</i> )		
•		
Why am I learning this?		
•		

Key Stage 2 template:

Learning Intention ( <i>What skill or knowledge am I developing?</i> )	Self assessment	Presentation and core skills
•		
How will I achieve this? ( <i>The task or activity that will help me to learn</i> )		
•		
Why am I learning this?		
•		

**Appendix 3: one per student per unit in books/folders.**

Learning Intentions	Self-Assessment
Statement 1  Statement 2	Icons used against each statement
Statement X	
What I am most proud of in this unit? {students to be supported in this using the statements}	
What I need to improve on in this unit? {students to be supported in this using the statements}	

**Appendix 4: one per student for each formal marking**

Unit Details (Title, term, any other relevant information)		
Learning Intentions: {to be coloured by teacher)	WWW: {Specific to the learning intention statements}	EBI: {Specific to the learning intention statements}
Statement 1		
Statement 2		
Statement X		
Presentation & Core Skills {use of icons} {based on Key Stage}	Do Now task: {task based on the EBI, this could be a question or skill to be practiced or an extension to the learning} {to be completed in purple pen} {ideally to be completed on the marking sheet but may need to be done in books/folder}	
General Comment: {how hard they have worked, well presented, improvements seen etc}		

