



**Leedstown**  
Community  
Primary School



# Effective Marking and Feedback Policy

Version 1

February 2024

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Best Practice

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## Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability;
- Comments should, on the whole, be skill specific to the subject being taught
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom, and take many forms other than written comments (mini plenaries/using visualiser)
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- Misconceptions MUST always be picked up on

Alongside the above we understand for effective feedback to take place the following must occur:

### Children must understand what they are learning

How this is achieved:

- The learning sequence is shared with the children at the beginning of a new unit
- The learning intention for that lesson is shared at the point where is best for the children
- Prior learning is built upon as is known by teacher and pupil

### Children are given opportunities to compare their work with the learning intention

How this is achieved:

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning intention and overall sequence
- Mini plenaries and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other
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### Children are given opportunities to improve

How this is achieved:

- Children edit their work using 'Purple Polishing' pens
- Children are able to explain where they have improved their learning/understanding/work
- Planned opportunities for self or peer assessment feature in many lessons
- Misconceptions are highlighted by the teacher using green ink – evidence of addressing misconceptions must be visible

## **Feedback and marking in practice**

It is vital that teachers evaluate the work that children undertake in lesson, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the learning process:

- Immediate Feedback – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.
- Summary Feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback – self and peer)
- Review Feedback – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback, especially in the Early Years and KS1.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

### **North Star children**

Our North star children's books should be evidence of how we positively advantage our disadvantaged pupils and show how they are at the heart of our ambitious curriculum. There should be more feedback stamps, consistent summary feedback across a week and evidence of teacher/child review time taking place.

### **Highlighting the objective**

Teachers will highlight the objective either green, to show they're met the objective; orange, to show they need further support to meet the objective; or pink, to show they need significant support and need to readdress the objective. This shows the children that their work has been seen, gives the teacher quick feedback for assessment and allows adults to provide catch up, pre-teach or intervention session elsewhere in the day.

The objective box also includes a section to show whether the work was completed alongside intensive teacher support (T), teaching assistant supervision (TA) or independently (I).

### **Verbal feedback**

Verbal feedback stamps will be used to show that an adult has given immediate feedback to support the learning of the child. This does not need to be recorded in detail but should show progression in that child's learning.

### **Peer and Self-assessment**

Teachers will give children regular opportunities to mark their, or peer's work, according to the objective of the lesson, alongside success criteria or writing lenses. This will centre around a class discussion to evaluate the children's learning.

**The following table shows examples of how feedback looks in practice at Leedstown primary school**

	<b>What it looks like</b>	<b>Evidence</b>
<b>Immediate</b>	<p>Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action and stamped with a verbal feedback stamp.</p> <p>May involve use of a Teaching Assistant to provide support or further challenge</p> <p>May redirect the focus of teaching or the task</p> <p>May include highlighting/annotating according to the marking code</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations and use of marking code</p> <p>Use of visualiser</p> <p>Mini plenaries</p> <p>Formative assessment strategies</p>
<b>Summary</b>	<p>Takes place at the end of the lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self or peer assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer-assessment May be reflected in selected focus review feedback (marking)</p> <p>Live marking sheets (only noting the notable)</p>
<b>Review</b>	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read/respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>	<p>Whole class feedback at the beginning of the next lesson.</p> <p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations on planning to indicate future groupings.</p>



# Marking Codes

- **Well done**  
You have achieved the learning objective.
- **Wow!**  
This is super work!
- **Spelling**  
Check your spelling.
- **Grammar**  
Check your grammar.
- **Omission**  
You have left something out of here.
- **Punctuation**  
Check the punctuation you have used.
- **Have another look**  
You have missed something here. Check your work.
- **New paragraph**  
You need to start a new paragraph here.
- **Support given**  
Teacher or Teaching Assistant support given to achieve this learning objective.

## Marking Code

Green = A green pen is used by all adults in school for providing any form of written feedback in books. Feedback will highlight where children have been successful in achieving the lesson planned outcome, o will be used to address any misconceptions or errors in learning.

All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.

Children edit their learning in purple so improvements can be identified easily.