

Greenvale Primary School



MARKING AND FEEDBACK POLICY

Policy Date	January 2025
Signed by Head Teacher	Mrs A Allnutt
Review Date	January 2027

Our Vision: It is our vision to ensure children are equipped with all the necessary skills, knowledge and attributes which enable them to fulfil their potential and live happy and successful lives.

We recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload. Greenvale Primary School understands that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple
- Motivating – engage with learners to make progress

*Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

As a result of this policy there will be consistency in the way that children’s work is marked and how feedback is delivered across the whole school. This consistency and it’s impact on pupils’ progress will be monitored during regular scrutiny of books by the Senior Leadership team, and middle leaders.

*Feedback occurs at one of three common stages in the learning process. These may be delivered by the teacher or the teaching assistant:

Type	When carried out:
Immediate feedback	<ul style="list-style-type: none"> • At the point of teaching • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions
Summary feedback	<ul style="list-style-type: none"> • At the end of the lesson/task • An element of the child’s responses to summary feedback may be recorded in their workbooks to show progress over time. • Often given verbally with time to rehearse knowledge immediately
Review feedback	<ul style="list-style-type: none"> • Away from the point of teaching (this may include written comments where appropriate. • This review feedback will then be used to inform future teaching • May be delivered by the teaching assistant • Allocates time for editing based on feedback given or rehearsal of knowledge.

The stages are deliberately in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

*Based on dfe recommendations here: <https://www.gov.uk/guidance/school-workload-reduction-toolkit#feedback-and-marking>

Type	What it Looks Like	Evidence (for observers) MAY include:
Rapid Response	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc • Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenging • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code – if relevant
Reflect to progress	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity - Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas for development 	<ul style="list-style-type: none"> Lesson observations/learning walks • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review and Retrieve	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Ages and stages:

In our school, the following strategies are used to give our children positive and effective marking and feedback. These obviously link to the age and development of the children.

The Early Years Foundation Stage/ developmentally 4-5 years

This is shared verbally with the child, with parents and carers and other adults working with them. This information is shared through home/school communication apps and software, home school diaries, reports and parents evening. The EYFS team will discuss targets and children's next steps regularly and will ensure the provision responds the children's needs.(**appendix 5**)

Key Stage One / developmentally 5-7 years

Review and retrieval marking will only lead to written comments for those pupils who are able to read and respond independently in a focus group activity. Other group work will be, at the teachers discretion, responded to in some way, in order to show pupils that we value their efforts. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity (VF used).

Key Stage Two / developmentally 7-11 years

Written marking and comments should only be used where meaningful guidance can be offered in the form of VF has not been possible to provide during the classroom session.

In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration and discussion, enabling pupils to think, reason and apply their knowledge.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. All pieces of work will be dated and have an appropriate title linked to the learning objective.

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all pupils – it does not. Teachers are encouraged to be selective, marking only that which will have a meaningful impact. There is no requirement to tick every page of a pupils book as some work in a pupils book may not require acknowledgement. Marking should be purposeful and selective.

See **appendix 6**.

*Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning, and enabling teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching.

Our policy for marking supports this by:

- Recognising that feedback and marking are an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of feedback and marking are to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to feedback and marking throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback, verbal feedback, comments as necessary and clear strategies for improving learning.
- Providing ongoing opportunities for self assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Ensuring feedback and marking are regular, frequent and immediate where appropriate.
- Encouraging pupils to accept help/guidance from others.
- Ensuring feedback and marking are specific learning objectives and targets known to the pupil in advance.

*Based on dfe recommendations here: <https://www.gov.uk/guidance/school-workload-reduction-toolkit#feedback-and-marking>

Marking Approaches:

Work will be acknowledged in some form by class teachers and teaching assistants where appropriate and meaningful. This may be through simple ticks or comments. See **appendices 1 & 2** for Key Stage One and Two approaches. See **appendices 3 & 4** for EYFS codes.

Any written feedback or marking that the adult feels it is appropriate to offer should:

- Be constructive. Any negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further. This comment should be specific to the learning objective and content of the work. General comments such as “good” are to be avoided unless qualified with further comment as to why.
- Support the child’s learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers will use their professional judgement when deciding how many corrections to mark.
- Take account of individual ability and effort.
- Be in keeping with the ways in which the school recognises and celebrates children’s achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be consistent across the school

Inclusion

The vast majority of children at Greenvale Primary School have the potential to develop some self evaluation and feedback skills but greater scaffolding and support will be required for some children, including those with Special Educational Needs. Verbal feedback and marking symbols at a developmentally appropriate stage will form the basis of feedback to these children and adaptation of written marking feedback may be required to make it accessible and meaningful and to encourage confidence and progress in learning.

Monitoring, Evaluation and Review

The marking and feedback policy will be monitored through the school monitoring cycle, and through regular scrutiny of work.

The school will review this policy annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.

Appendix 1.

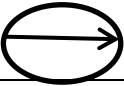

Marking and feedback procedures

Marking Scheme.

The procedures and the use of symbols will be applied consistently across the school. The symbols used for marking will be displayed around every classroom so that children understand what has been written in their books. Any written marking or feedback should be undertaken in the following colours:

- **Purple** for praise, to show successes
- **Green** for growth, to show areas for improvement and next steps
- **Pink** for children's self marking, editing and improving – 'polishing pens'
- **Yellow highlighting** indicates use of the 'top banana' pen, for pupils to indicate what they have done well.

- Initial and date all work - Person who teaches, marks –

Symbols	Meaning
I	Independent, unaided
FG T FG TA	Focus Group – Teacher or TA Supported by a Teacher or other adult
VF	Verbal feedback given. This may be annotated if it is deemed appropriate.
PV	Pupil Voice (and annotate what is "said in quotation" marks)
Absent	Absent from school on this date.
	Circle with a line to indicate out of class working with another adult/group. To be used alongside I FGT or FGTA to indicate why independent or focus group work has been missed.
Praise	Where it is appropriate to write a comment, it must be objective specific words or phrases PURPLE ...you used...to work out...
<u>underlining</u> ✓	To indicate achievement and success, or key areas from learning objective attained.
✓	Achievements towards targets, achievement or success (e.g with calculations in maths)
	Finger space needed
SP	Written in margin, indicating a mis-spelled word
Symbols	Meaning
Overwriting	To indicate capital/lower case errors or to put in punctuation
<u>underlining</u>	Key area from Learning Objective missed, or incorrect. (spellings, punctuation or handwriting that should be known by the child) (For Maths under line where a change needs to be made / numeral reversal/incorrect answer).
Pink polishing pen	Children may be asked to mark in pairs or groups to engender discussion about their work. This will include purposeful editing where the author has the final say, or self-marking against criteria.
Top banana	Children highlight, when asked to by an adult, examples in their work where they have met, achieved or exceeded the learning objective.
Next steps	Where it is appropriate to write a developmental, learning objective-based comment.

Teacher notes:

It is worth noting that feedback will look different across the 7 years of primary education. In particular, in EYFS and Year 1 where the majority of feedback is immediate the structured approach outlined may not be suitable. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, during Year 1.

On **every** FG piece of work led by an adult (Teacher – HLTA – TA) we expect to see;



Purple and green for marking and feedback according to the policy

*Self assessment success criteria to be completed by pupils, as guided and prompted by the leading adult. (see appendix 2). **It is the responsibility of the FG adult to ensure that this is completed.***



If success criteria are achieved we tick. Next Steps comments will be made in accordance with the marking procedure, or a modelled example provided for the pupil to complete in order to achieve the objective when responding to their marking.

Verbal feedback is recognised as engaging the teacher and child in dialogue about progressing with learning, providing feedback and support to move forward. Greenvale Primary School recognises the importance of children receiving regular verbal feedback. This is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

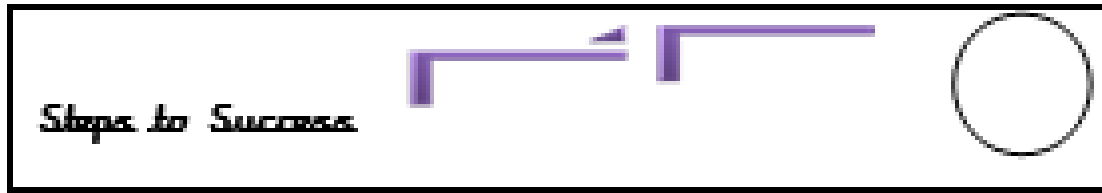
Marking your work

<p>I</p>	<p>Finished the work independently (by yourself).</p>
<p>FG</p>	<p>Working in a group with a teacher or another adult to help you.</p>
	<p>Purple pen will show you things we have talked <u>about that</u> you have done really well ✓ and the times you have met your target.</p>
	<p>Green pen will show you things we have talked about that you can <u>change next time</u>.</p>

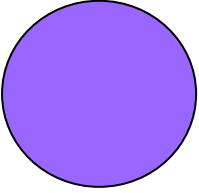
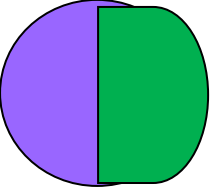
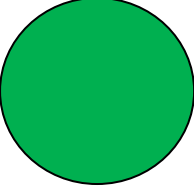
You can;

	<p>Use a top banana pen to show what you think you have done well.</p>
	<p>Use a pink polishing pen to edit your work and make improvement, and if you are asked to check your own work. You might do this with a friend.</p>
<p>.....</p>	<p>Put <u>.....</u> under a word when you have made a <u>.....</u> guess at spelling.</p>

Self Assessment:



Colour your circle to show your understanding

	<u>I understand my learning today.</u>
	I understand <u>some</u> of my learning today.
	<u>I need help to understand this.</u>

Appendix 3

Learning Story Checklist

On every observation: (electronic or written)

- identify the level of support for every observation:
 - CI - child initiated (an activity initiated and carried out with no adult intervention)
 - AS - adult supported (where the adult is present but the child is working without adult intervention)
 - AS - adult directed (where the child is carrying out a task that is planned or directed by the adult)
- write the date
- write the initial of the adult who carried out the observation
- identify the learning areas covered by the observation (linked to the Early Years Outcomes)
- on sticker observations: where relevant score the level of well-being and involvement

All photo observations (adult directed and child initiated) will also have:

- a brief commentary of the learning that has taken place
- direct quotations from pupils relating to their learning
- a series of photographs to depict the learning process
- samples of work, where applicable

All observations should be placed in the learning story in chronological order.

It is the responsibility of the key person to file the observations in the child's learning story.

Appendix 4

Marking procedures –EYFS

Work is not marked specifically, but teachers will annotate on recorded work to show whether work was child initiated, adult supported or adult led.

Teachers will also annotate what the child says the writing means, and give a context for the writing.

The teacher will use Adult Directed activities to extend and support the child’s learning.

The majority of feedback given to foundation stage children will be verbal, however marking symbols will be displayed in the Foundation Stage classrooms. When appropriate, purple and green colours and marking symbols will be used to identify successes and next steps.

CI - child initiated (an activity initiated and carried out with no adult intervention)

AS - adult supported (where the adult is present but the child is working without adult intervention)

AS - adult directed (where the child is carrying out a task that is planned or directed by the adult)

Refer to the Learning Story Checklist for a detailed explanation of the purpose of each type of observation.

Marking procedures- FS2

Marking Key.

When children become ready for more formal work in books, the procedures and the use of symbols will be applied consistently across the Foundation Stage to ensure smooth transition to KS1.

Symbols	Meaning
I	Independent, unaided
AS	Adult Supported
CI	Child Initiated
AD	Adult Directed
PV	Pupil Voice (and “annotate in quotation” marks)
Absent	Absent from school on this date.
The following codes are for AD activities:	
<u>underlining</u> ✓	To indicate achievement and success, or key areas from learning objective attained. Verbal praise will also be given.
<u>underlining</u>	Key area from Learning Objective missed, or incorrect. (spellings, punctuation or handwriting) (For Maths under line where a change needs to be made / numeral reversal/incorrect answer)
Next steps/VF	To be given verbally and recorded by adult so that the child can be reminded next time.

Appendix 5 – EYFS EVIDENCE.

Mark making may occur during a play based activity or in a wide variety of contexts involving a broad selection of media and resources.

Facilitators will provide resources for, and model both activities designed to develop the skills that underpin mark-making (such as hand-eye coordination, observation skills, fine motor skills, understanding of number and aural blending and segmenting skills coupled with an awareness of graphemes) and also provide suitable contexts in which to model and encourage representational mark making (for example, very simple written messages, labels to indicate titles or quantities, recounts including pictures or words and score boards etc).

Facilitators will enthusiastically show an interest in children's mark making activities, which should generally be intrinsically motivating.

Sometimes, it will be appropriate to offer supportive, developmental comments such as demonstrating how a more mature pen grasp can make effective mark making easier, responding to a child's request or need for support to form a particular letter or number correctly or providing support to write a particular word by assisting a child to identify phonemes or indicating where the child can find the word already modelled.

At this early stage facilitators will model correct letter formation and spelling but encouraging a child's confidence and enjoyment in mark-making will be paramount.

In addition to their own positive response, facilitators may wish to reward effort and perseverance by sharing the child's work with their peers or other facilitators or their family.

As with other skills, facilitators will make ongoing, dated notes on their observations of individual mark making often by using a sticky note to add to their learning journey developmental records.

Facilitators will also save or photograph key pieces of mark-making for each child showing how their skills in this area are developing.

Any pieces of mark-making (or photographs of them) will be annotated with the child's name, the date and an indication of the degree or type of support and encouragement given.

This would include information about the context of the work, whether a direct imitation of a letter/word/number or picture, an independent piece of work following adult modelling or suggestion or a spontaneous, child initiated example.

Appendix 6

Possible feedback and response strategies;

- Talk partners
- Verbal feedback for written tasks
- Pupils are encouraged to look at each other's work in a celebratory way
- Reward stickers/ certificates for effort and achievement of all kinds.
- Thumbs up/thumbs down at end of lessons/modules of work etc.
- Paired response
- Quality marking when appropriate
- Peer oral feedback
- Group response
- Verbal Feedback
- Self and paired marking