



Statement of Intent

Norton CEVC Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Introduction

We believe there are three main purposes to marking and feedback, namely to help pupils:

- understand what they have done well
- understand how to improve
- make visible signs of improvement as a result of feedback.

Our policy is underpinned by evidence of best practice, including that provided by the Education Endowment Foundation. Research shows that feedback should:

- Be specific, accurate and clear
- Redirect or refocus either the teacher's or learners' actions to achieve a goal
- Provide specific guidance on how to improve and not just identify when something is wrong.

Principles

The main purposes of feedback and marking should be to further children's learning and to celebrate their achievements. For this reason, feedback, where possible, will be delivered within lessons as the learning is taking place. This will support decisions about what needs to be done next by both teacher and pupil to make progress towards a goal. As feedback is part of the wider assessment process it takes many forms and may not always include written comments.

The way we mark and provide feedback at Norton CEVC Primary School aims to:

- Be manageable for the teaching team and accessible to the children.
- Encourage close, purposeful working between the teaching team and the children.
- Correlate with the Learning intention LI/Success Criteria SC.
- Provide recognition and praise for achievement
- Motivate and encourage all children by helping to identify: strengths & successes; small steps of progress; appropriate targets; or help in overcoming problems or misconceptions.
- Ensure specific time is allocated for children to read, reflect and respond to marking where appropriate.
- Allow children time to respond to individual learning needs, and provide them with opportunities to mark face-to-face where appropriate.
- Help children identify clear strategies for improvement.
- Make reference to children's individual needs and targets.
- Inform future planning and assessments.
- Use consistent systems across all key stages.
- Allow children to reflect on their current progress by referring to the LI and SC.

Children's learning is continually reviewed by teaching staff so that an appropriate level of challenge is provided to pupils within and beyond lessons allowing them to make good progress.

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Every Subject Lead responsible for:

- Ensuring all members of staff within the school are aware of the school's procedures in terms of marking and providing feedback for their subject.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Feedback in Practice

Feedback is given in three ways:

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

Staff utilise a range of strategies as part of lessons to assess children's learning and make judgements about how best to gather and share feedback. The following table highlights how feedback may be utilised in practice. Evidence of feedback will be seen in numerous ways: some evidence may be seen through annotations and marking in books followed by improvements through editing or further work by the pupil. It is essential that teachers and support staff ensure time is given to pupils to act upon any guidance.

Type of Feedback	What this looks like in practice
Immediate	- Immediate marking of the work by the teacher. Pupils act immediately on this during in-class feedback. Teacher giving verbal feedback during lessons to small group, whole class or individuals. Pupil acts upon this feedback. - Consistent high-quality learning dialogue between teacher and student during the lesson. Pupil acts upon this feedback (either by responding in purple pen or continuing task and evidence of feedback. - The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. Pupil acts upon this feedback in purple pen. - Includes the teacher gathering feedback from pupils and may involve mini whiteboards, book work or question and answer sessions. - Often given verbally to pupils for immediate action and may include support or challenge from other adults

	- May include annotations, highlighting or marking - May redirect the task or teaching
Summary	- May take place at the end of the activity, lesson or unit of work. - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - Could include self or peer assessment against shared criteria - Can sometimes be useful for a teacher to identify further areas of need
Review	- Takes place away from the point of teaching and learning. - May involve written comments / annotations for pupils to read or respond to. - Provides teachers with opportunities for assessment of understanding. - Leads to adaptation of future planning, grouping or differentiation of tasks. - May lead to targets being set for immediate or future attention.

Consistency

This rationale for feedback should be applied in all classes and in all subjects throughout the school.

However, it is acknowledged that approaches may differ, depending on age and task. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback.

Sometimes, teachers will note verbal feedback on pupils' recorded work; this may be in the form of a key word noted by the adult or through the children's use of purple pen to show amendments. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

To maintain consistency across the school we have agreed some common principles which will apply in all classes.

Agreed whole school marking and feedback practices in Key Stage 1 and 2:

- Throughout the course of learning, children and adults will reflect on progress made towards the shared learning objective and success criteria.
- All pieces of written work will be marked with at least a tick to show the children that we value their work, and acknowledge what they have achieved.
- Marking is used to assess children's understanding and to identify any misconceptions which may need to be addressed.
- In Maths and English, learning intention slips will be used when a new piece of learning is started. These will be ticked or highlighted to identify progress towards the criteria set. Children will be involved in reviewing their learning following a sequence of teaching and this may include a tick against the criteria, comments or reflections on their progress. Self-assessment will be age appropriate.

- Where recording takes places in Science and the Foundation Subjects, there will be a learning intention which staff will have to mark against.
- Marking symbols (see Appendix 1) are used to show where corrections may be needed.
- Children are given frequent opportunities to reflect on their own work, referring to each year group's expectations for writing (see Appendix 2)
- Children will be asked to respond, in purple pen, to green pen marking and feedback by the teachers.
- Sometimes individual teachers may use a sticker, stamp, or highlighter to indicate a particularly good piece of work.

Any marking will reflect the age and developmental stages of the child to promote independent review and editing of work where possible. The child should be able understand and respond to feedback. Within certain subjects, there is a need for further detail. The following guidance is in addition to the requirements of this policy.

Subject	Marking and Feedback Specific Information
English	• Independent tasks will be used in English to identify progress within a key area of learning following teaching. • Focused self-editing and peer assessment will be completed in a different colour to original work; first and second drafts may be used. • Spelling and grammar will be an important focus of feedback when marking.. • Written teacher comments make it explicit where achievements have been met or when giving the next step or target. • Visual cues linked to year group expectations will feature on the learning intention. • On occasion, children's learning will be extended through the use of green pen questions. • Children will be encouraged to self-assess and improve work as they progress through a task.
Maths	• Prove It, Check It, White Rose or green pen questions will be used in maths to provide challenge and to support assessments. • If a calculation is incorrect, children will be asked to rewrite the whole calculation, rather than writing over the top or crossing out. • Green Pen is used to identify an error; children to respond/correct in purple • Incorrect number formation will be modelled correctly and children will be asked to correct. • Other work may be marked with a tick or googly eyes to show the need to correct. Corrections will be done in purple • Through the use of feedback, children are encouraged to explain their methods and reasoning using mathematical vocabulary. • During shared work children will mark own work. • When needed, standard written methods are used (see calculation policy) to provide a strong foundation where feedback can be precise and reinforce the correct method, encouraging a deepening of understanding.
RE	• RE is recorded in class scrapbooks. • Staff will complete a 'Feedback Sheet' (Appendix 4) to record children's attainment, Wow moments and next steps. This can be used to inform planning and assessments.

	• Individual assessment tasks are recorded in RE Assessment books and marked against children's understanding of the key concepts. • The principles of quality feedback and marking will also be applied to written work in these books.
Science and Foundation Subjects	• In more practical subjects, such as PE, Music, Drama or Computing, oral feedback will be used to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peers' performance. Evidence will be provided through recording Digitally and uploading to See-saw. • If written work is completed, the principles of quality feedback and marking should be applied.

Self-Assessed Marking

At Norton we have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers. Depending on age of pupils and task, teachers provide pupils with the answers to mark their own work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not. Pupils consider their current learning against the objective and then improve their piece of work in purple pen.

Marking and Feedback in EYFS

Each piece of work the children complete is accompanied by a marking square which contains the learning intention and description of the activity carried out. Evidence of the learning intention being met is highlighted in yellow and a green dot or pair of eyes in green indicates an error or omission. Children will usually respond to feedback immediately.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure feedback and marking are of a consistently high quality throughout the school.

Review and Monitoring

This policy will be reviewed every two years.

Reviewed September 2023

Appendix 1

Marking symbols.

P Punctuation

Sp Spelling

G Grammatical error

^ Word missing

/ New line needed

// New paragraph needed



or a green dot Have another look

Marking Codes

WS – With support

VF – Verbal Feedback

Work marked by a cover teacher (HLTA/Supply) will be initialled.

Appendix 2

Year Group Writing Expectations

Year 1	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces
Year 2	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces - Question marks for questions
Year 3	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces - Question marks for questions - Separate items in a list with commas - Apostrophes for contracted forms in spelling e.g. don't - Speech marks for direct speech
Year 4	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces - Question marks for questions - Separate items in a list with commas - Apostrophes for contracted forms in spelling e.g. don't - Apostrophes for singular possession - Speech marks for direct speech - Paragraphs
Year 5	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces - Question marks for questions - Separate items in a list with commas - Apostrophes for contracted forms in spelling e.g. don't - Apostrophes for singular and plural possession - Full punctuation for direct speech - Commas after fronted adverbials - Paragraphs

Year 6	- Full stops and capital letters to mark sentences - Capital letters for names - Capital letters for personal pronoun I - Finger spaces - Question marks for questions - Separate items in a list with commas - Apostrophes for contracted forms in spelling and to show possession - Full punctuation for direct speech - Commas after fronted adverbials and to clarify meaning - Paragraphs
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Appendix 3

Learning Intention Slip

Year 1

Wednesday 8th September 2021		
L.I. I can write a simple sentence about Little Red Riding Hood.		
	Pupil	Teacher
I can talk about the story.		
  		

Year 2

Wednesday 8th September 2021		
L.I. I can write a simple sentence about Little Red Riding Hood.		
	Pupil	Teacher
I can talk about the story.		
   		

Appendix 4

RE Feedback Sheet

Norton CEVC Primary School RE Feedback sheet		
Unit & Lesson:	Class:	Date:
Secure	Needs further support	Missing / Incomplete work
Good spoken examples		Wow moments
Misconceptions		Actions
Next Steps:		