

CAVERSHAM PRIMARY SCHOOL



Feedback and Marking Policy

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Date: October 2024

To be reviewed: October 2026



CAVERSHAM PRIMARY SCHOOL FEEDBACK and MARKING POLICY

PHILOSOPHY and RATIONALE

All of our policies are underpinned by the principles of **Therapeutic Thinking**.

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role in securing students' learning, supporting them in how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.

- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

AIMS

The aim of our marking policy is to:

1. Inform the pupils about their work
2. Celebrate and acknowledge the work of pupils
3. Help the pupils in the next stage of their learning
4. Monitor pupil progress

OBJECTIVES

There are certain criteria which must be adhered to, to ensure effective marking:

- Marking should take account of both individual achievement and attainment against the specified learning objective.
- Professional judgement should be used in deciding the method of marking for particular children or particular pieces of work and this should be recorded on planning and be consistent across each year group
- Work marked in the absence of the pupil should be accompanied by written or verbal feedback where appropriate
- The learning objective(s) for the piece of work should be clear to both the pupil and the teacher when marking occurs
- Clear criteria will enable the child to know the expectations for a piece of work
- Marking should be seen as a valuable method of motivating children to develop their potential
- Adult responses in feedback and marking should teach children to value their work
- Good quality marking will enable teachers to monitor progress and plan next steps

STRATEGIES FOR MARKING

At Caversham Primary we believe that as often as possible, the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

According to learning objectives, subject or purpose, different types of marking may be used. Teachers will use their professional judgement when selecting the most appropriate way to give feedback and this will form part of the planning process. Effective types of feedback and marking used at Caversham Primary School include:

- Verbal feedback/ conferencing - discussion, questioning and editing between pupil (s) and the class teacher. Where verbal feedback is given, this will not be recorded on pupil work. Changes made as a result of the verbal feedback will indicate that the feedback and marking process has happened.
- Written marking - in order to help children improve, written feedback should be:
 - Encouraging - to motivate and give confidence
 - Constructive - continue actual teaching to take children forward
 - Challenging - to extend children and show high expectations of what they might achieve
 - Organisational - to give comments on e.g. how to improve presentation, complete unfinished work etc.
 - Thought provoking - to provide 'think' comments to reflect the work back to the children, leaving them to think further about their work
- Assessed pieces - these are usually marked to a set of criteria on a mark sheet and recorded.

- Peer marking/ self marking - when the responsibility for the marking lies with the children under the supervision of the classteacher (See Assessment Policy) Where peer marking is used, pupils will not write directly into another pupil's book- post it notes or verbal feedback will be used.

Marking is done sensitively, always showing value and regard to the child's work.

In most cases, blue, black or green pen is used for written marking. Red pen can be used but not exclusively. Purple pen should not be used by teachers.

All teachers, including supply and PPA teachers, (and TAs if appropriate and under supervision of the classteacher) initial children's work after marking. This should happen even where self/ peer marking has been used.

Where a piece of work has been completed for display/presentation, there will be no direct evidence of 'marking'. Teachers will have assessed the piece of work and carried out marking at the first draft stage.

ENGLISH

Learning objectives are highlighted to show whether pupils have achieved them.

Yellow highlighting shows that the learning objective has been met.

Green highlighting shows that the learning objective has not yet been met.

Work completed in English is marked according to the objectives of the lesson, taking in to account personal targets and 'non- negotiables'.

Learning objectives are made clear to the children at the beginning of the lesson. The learning objective should also be used as a title on the children's work. In KS2, pupils will write the LO themselves. Pupils for whom writing is a barrier to learning should not write the LO themselves- this should be printed or written by an adult.

Children in KS1 will begin to work towards this (The LO will be pre-printed for them).

In some pieces of work, where a child has shown good evidence of achieving the learning objective(s) teachers may highlight this in the children's work.

Where the pupil has met the learning objective or personal target, shown significant progress or outstanding achievement, work will be highlighted by the teacher using YELLOW highlighter pens (Yippee yellow!)

Where the pupil needs to make improvements/ corrections or develop an idea, work may be highlighted in GREEN highlighter pen (Green for growth!)

Work is marked according to the agreed marking code. All classrooms have a visual marking display so that the children understand the codes used. The marking code is developed through the school. In KS1 children are introduced to the code and by Year 2 teachers are using the following system;

- . - missing full stop
- c- missing capital letter
- sp- incorrect spelling (only used for words that the children are expected to know/ statutory spellings)

The marking code is developed through KS2 to include;

- p- missing punctuation
- //- paragraph
- wc- word choice
- g- grammar mistake

- ^ - missing word

Teachers usually use the code at the side of the page but take in to account the ability of individual children who may need more guidance.

In some pieces of work, teachers may also use 'moving on comments/ targets' at the end of children's work. These are related to the learning objective for the lesson and are intended to support and further challenge the children as well as reinforcing the learning objective. Moving on comments will be used with children of all abilities.

At the end of a piece of work teachers will use a YELLOW mark/ line to indicate a positive comment and a GREEN mark/ line to indicate a moving on or next step comment (Please see exemplar marking sheet)

In longer pieces of writing in particular, teachers may use the opposite page for marking in order to leave space for the children to respond.

For some pieces of work e.g. end of unit writing, children may be working to a broad learning objective and receive general targets for improvement.

We recognise that this style of marking may not always be appropriate and will adapt marking to suit the purpose. For work on spelling, grammar and punctuation for example it may be more appropriate for teachers to use a 'tick system' of marking.

Handwriting, presentation and spelling skills will be considered when marking, taking into account the original objectives for the piece of work. Comments may be made on these aspects if they form part of children's individual targets or there has been significant progress/ decline in standards.

Common exception words/ statutory spellings and punctuation (appropriate to the year group and child's level of understanding) will always be corrected.

Wherever possible, work will be marked alongside the child, especially in KS1. Where this is not practicable, written or verbal feedback will be provided. Feedback in the Foundation Stage will be predominantly verbal. Written comments are used to inform teachers and assess children's writing/ progress.

Effort, achievement and attainment may also be acknowledged in the marking.

We believe that it is important for children to be fully involved in the marking process. Where necessary, we expect them to respond to teacher's comments and make improvements to their work. **Pupils may respond to next step marking using PURPLE pens.**

MATHS

Learning objectives are highlighted to show whether pupils have achieved them.

Yellow highlighting shows that the learning objective has been met.

Green highlighting shows that the learning objective has not yet been met.

A tick will indicate a correct answer.

Another symbol (such as a dot) will indicate an incorrect answer; this will ensure that:

- the teacher and anyone else reading the work, will know that the child did not achieve something first time
- the teacher knows that it has then been corrected
- children can find the 'step' at which they went wrong.

It will sometimes be appropriate for the children to check and mark their own work supervised by the teacher.

Verbal feedback on misunderstandings of objectives may be given in the group work or plenary sessions, or with individuals as necessary.

Spelling of related mathematical vocabulary will be corrected.

Presentation and organisation of work will be considered when marking.

Where appropriate, teachers may use 'moving on' comments to further challenge or reinforce learning. This could be in the form of an additional question, correction or explanation.

Teachers will use **YELLOW** and **GREEN** highlighters, in the same way as in English, when appropriate.

Effort, achievement and attainment will also be acknowledged through feedback and marking.

SCIENCE

Learning objectives are highlighted to show whether pupils have achieved them.

Yellow highlighting shows that the learning objective has been met.

Green highlighting shows that the learning objective has not yet been met.

The principal aim will be to mark the demonstrated level of scientific skills.

Work will be marked with consideration to an appropriate format, according to the learning objective for the task.

Spelling of related scientific vocabulary will be corrected.

OTHER CURRICULUM SUBJECTS

Self evaluation and reflection will always be important. Children should be encouraged to critically analyse their work in all subject areas, including the expressive arts and PE. The use of response partners can facilitate this skill. Work in topic books will not be given written feedback. **All work in topic books will be acknowledged and initialled by the classteacher.**

Subject specific spellings may be corrected.

Common exception words/ statutory spellings and punctuation (appropriate to the year group and child's level of understanding) will be corrected.

Professional judgement is used as to the most appropriate way of providing positive feedback, which celebrates achievement and also targets future learning outcomes.

THE ROLE OF CLASSROOM ASSISTANTS

TAs take an active role in supporting the learning of children at Caversham Primary School. The TA liaises with the classroom teacher as to the appropriate learning objectives for the task. They can then provide quality verbal and, where appropriate, written feedback.

ASSESSMENT AND RECORD KEEPING

Marking is a very important form of record keeping. Marking enables the child to be part of the assessment process. This is dependent on the clear setting of learning objectives at the beginning of every lesson and appropriate feedback to move the children forward in the learning process.

SEN AND EQUAL OPPORTUNITIES

For more able pupils, the marking process is used to challenge them to extend their thinking, to learn the skills of self correction and suggest opportunities to broaden their horizons.

For pupils with SEND, future learning targets are broken down into smaller steps to ensure the child is meeting with success in the tasks provided for them.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to good, appropriate quality marking regardless of gender, race or culture.

MONITORING AND EVALUATING

The standards of marking are regularly monitored and reviewed:

- Marking monitoring is undertaken by the Assessment Leader and SLT. Individual feedback is given to teachers and key issues are also discussed at SLT and staff meetings.
- Marking 'interviews' are held with a sample of children yearly to discuss the children's involvement in the marking process.
- English and Maths work sampling happens in all classes in the school. This is undertaken by SLT and the relevant subject leader. Marking issues identified as a result are discussed at a staff meeting, or written feedback/help/advice is given to the participating teachers.
- Learning walks carried out by SLT and subject leaders also takes into account feedback and marking (both verbal and written). Suggestions are made to improve the quality of the marking, to ensure equality of provision.
- Samples of work will be used for moderating purposes. This allows for the best examples of feedback and marking to be shared.
- Teaching staff receive training on marking.
- Training is also provided for non-teaching staff to support them in their role



Caversham Primary School
FEEDBACK AND MARKING EXPECTATIONS



In all subjects, feedback and marking should demonstrate that the teacher values the work of the pupil and encourage high levels of pride.

Pupils should expect to be challenged through feedback and marking to produce work of a high standard.

'In the moment' marking should be used whenever possible to be meaningful and impactful for pupils, particularly in EYFS & KS1 and for SEND pupils.

In all core subjects (English, Maths & Science) work must be acknowledged and initialled/ name stamped by the teacher and learning objectives highlighted.

In all English work, as a minimum, errors in punctuation (appropriate to year group and pupil) and common exception/ statutory spellings will be identified/ corrected (in line with the policy) using the agreed marking code.

In English, teachers will identify a piece of work to be marked in more detail (agreed as part of the planning process). It is expected that in most cases this will be weekly. Examples of success will be highlighted in yellow in pupil work, areas for improvement will be highlighted in green, spelling and punctuation errors identified using the marking code and written comments given. Next steps may be included. Pupils will be expected to respond to the marking and make necessary changes.

Where verbal feedback has been given, this does not need to be marked by the teacher using a code but there should be evidence of the impact of the verbal feedback in the pupil's work e.g. corrected spellings, rewritten sentences, improvement in presentation etc.

Where work has been marked using the agreed marking code (in line with the policy), there does not need to be a written comment to explain the code e.g. Please correct the punctuation. Pupils should understand the code so that they can act on any marking and feedback given.

In maths, as a minimum, work should be marked and errors/ mistakes identified using the agreed system.

In maths, teachers may identify occasions where more in depth marking is necessary in line with the policy.

Where work has been heavily scaffolded or produced in conjunction with an adult this should be identified on the pupil's work (WS- with support, S- support or using a stamp to identify)


In foundation subjects, all written work must be acknowledged and initialled/ name stamped by the teacher. Verbal feedback should be given regularly. This does not need to be recorded in pupil books.




Where peer marking is used, pupils will not write directly into another pupil's book- post it notes or verbal feedback will be used. Peer marked and self- marked work will still be acknowledged by the class teacher.

Understanding must be checked regularly and systematically as part of the teaching process in all subjects. Feedback should be given 'in the moment' wherever possible to move learning forward.

Common errors should be noted and used to inform planning, either immediately or in future learning.

Caversham Primary School- Marking Toolkit!

What am I?	Who uses me?	What for?
	Teacher	Highlighting effective work/ places where LO or target has been met Positive feedback at end of work

	Teacher	Highlighting areas for improvement/ Next step comments at end of work
	Teacher	All written comments
	Pupil	Responding to next step comments and feedback