

# FEEDBACK & MARKING POLICY

Lakenheath Community Primary School



Version Number	6
Date of Policy	November 2022
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Head Teacher's Signature	
Chair of Governors' Signature	



## Document Change History

Version	Date	Change Details
1	March 2017	N/A
2	March 2019	Format Update, Policy Review
3	July 2020	Policy Review, additional info for Covid-19.
4	September 2020	Complete review of policy.
5	November 2020	Amendment to section 6 - EYFS
6	November 2022	Policy review, no changes required



## 1. Introduction

"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. This can often be achieved without extensive written dialogue or comments."

"In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)."

Report of the Independent Teacher Workload Review Group March 2016

## 2. Our Vision

Feedback and marking should be there "To improve the child and not the work" – Dylan Williams.

At Lakenheath Community Primary School we believe there should be more emphasis on effective feedback than on marking which is why this is a Feedback and Marking policy. Marking should be simple and direct any child to seeing if they can improve their work almost immediately and easily.

## 3. Our Aims

To help pupils:

1. Understand what they have done well. To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.
2. Understand how to improve. To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.
3. Make visible signs of improvement as a result of feedback. Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Time should be allocated to enable pupils to reflect on any feedback given and to be able to move forward in their learning.

During Year 2, Children respond to marking with a red pen to show visible signs of improvement, if appropriate.

This policy aims to ensure consistency through the school for the three aims above. The three aims of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages and between classes. Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

## 4. Guidelines for Staff

There are two main aspects to how we approach feedback and marking.

1. **Marking in the moment** - This is done in lesson time with the pupils. It is a chance to identify pupil 'slips' such as spelling and punctuation or miscalculations but is also a chance to spot misconceptions and to re-teach these. It is an opportunity for modelling and individualised explanation as well as for giving praise and reminders. Teachers will use peer marking and strategies such as the 'spelling police' to help identify children's slips and errors.
2. **Group or class feedback** (minimum of 6 children) - This is done by sampling a selection of books after a lesson and taking note of any misconceptions or next steps in learning. These are then shared the following lesson with the group or class as a whole as a teaching point.



## **5. Steps for Marking**

- Progress check regularly within the lesson, picking up misconceptions in the moment
- After the lesson, take a sample involving different groups within the class
- Complete group marking through a detailed analysis of the work and complete a feedback sheet for reference identifying strengths and areas for development
- Spend quality time teaching the skill that will improve the standard of work and therefore the learning for the child
- Provide children with an opportunity to meet this target independently after teaching

A teacher may produce several different levels of feedback according to the mix of abilities within a class.

Children will be made aware that their book was part of a sample through a signature, comment or stamp next to their piece of work.

Teachers will ensure that all children's books make up part of a marking sample every 2-3 weeks as a minimum.

## **6. Key Stage Appropriateness**

EYFS -- all feedback is given verbally and instantly. Also recorded on Tapestry/teacher notes for assessment and parental feedback.  
KS1 -- the vast majority of feedback is given verbally and instantly until towards the end of Y2, modelling is used to show children how to improve

KS2 - the majority of feedback is given verbally with modelling being used to show children how and where to improve, group and class feedback is given identifying specific areas for development and next steps

When appropriate, children will be trained and encouraged in the skill of self-marking and peer marking.



The idea of feedback is actually to move the children forward in their learning and development – more like feed-forward. Therefore, it is not about ticks on a page or teacher's marking or acknowledging a piece of work. It is about the child being aware of what they have done well and receiving praise for it and the child knowing what they need to do next in their learning.

## **7. Core and Foundation Subjects**

English and Maths feedback will be given more regularly than the other, foundation, subjects because they are taught more often.

In Foundation subjects there will be an emphasis on using correct language but also on factual accuracy.



 <b>Marking and feedback sheet</b> 	
Learning Objective:	
Success Criteria:	
Strength(s):	
Target(s):	
Opportunity to meet target:	

**Vision:** "To improve the child not the work" – Dylan Williams

## Steps for marking:

- **Progress check regularly within lesson picking up misconceptions in the moment**
- After the lesson, take a sample involving different 'groups' within the class (e.g 6 books)
- Complete the class/group marking and feedback sheet identifying strengths and targets
- Spend quality time teaching the skill that will improve the standard of work
- **Provide children with opportunity to meet the target after this teaching**



