

FEEDBACK & MARKING POLICY

Lakenheath Community Primary School



Version Number	7
Date of Policy	June 2023
Review Date	June 2024
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
7	June 2023	Policy review, amendments made to all sections

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

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 with sustained impact.

3. Our Aims

To help pupils:

- 1. Understand what they have done well. To ensure pupils understand what they have done well and how. 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.*

This policy aims to ensure consistency through the school for the three aims above. The three aims of feedback 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 and Steps for Marking

One of our main aspects for how we approach feedback and marking:

- Marking in the moment (live marking) - 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.*

We follow these steps for marking:

- Progress check regularly within the lesson, picking up misconceptions in the moment*
- 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. From year 2 onwards, the teacher may highlight a selection of incorrect spellings in yellow (appropriate to the level of challenge), missing capital letters or full stops and children would be expected to respond and correct in red pen.

6. Key Stage Appropriateness

EYFS – all feedback is given verbally and instantly. Also, a range of evidence is recorded on Tapestry/teacher notes for assessment and parental feedback.

KS1 – The vast majority of feedback is given instantly through live marking and next steps and targets are predominantly given verbally until children are ready in Y2 to respond to written marking. Modelling is used to show children how to improve

KS2 – a combination of verbal and written feedback is given 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. From Year 2 onwards, Children begin to respond to marking with a red pen to show visible signs of improvement, if appropriate.

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 the child knowing what they need to do next in their learning.

Targets/ Next Steps:

There should be evidence of next steps used in core subjects regularly (e.g. weekly) and teachers should allow opportunities for children to respond to these either within the lesson or the following day. These next steps should be purposeful and reflective of work undertaken. Children should be aware of the targets which should be SMART (specific, measurable, attainable, realistic and time-bound.)

Examples of next steps:

- 'Add a sentence using a fronted adverbial'
- 'Add the missing capital letters to **the sentence below**'
- 'From your independent work, you missed a relative clause. Show me a sentence below using one'
- 'Dive deeper on this question and explain why you are correct' or 'Here's a challenge question, show your working'

Examples of SMART targets:

- In your next pieces of writing, try to use more –ed and –ing openers
- In future, remember the punctuation mark should go before the last inverted comma
- In your next piece of writing, try and use a question with a question mark.

7. Core and Foundation Subjects

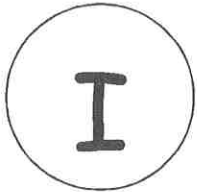
English and Maths feedback will be given more regularly than the other, foundation, subjects because they are taught more often. For extended pieces of work in writing, teachers will use a tick sheet for teacher assessment - with self-assessment, where appropriate, from year 2 onwards - to support gap analysis and enable self-reflection for pupils.

In Foundation subjects there will be a stronger emphasis on using correct language/ topical vocabulary as well as factual accuracy. Spellings, presentation and punctuation should still be picked up within live marking.

Feedback and marking Poster



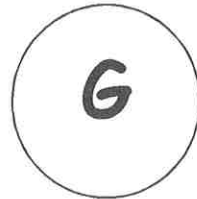
How are you working?



Independent; work on my own



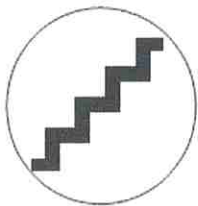
Supported by an adult.



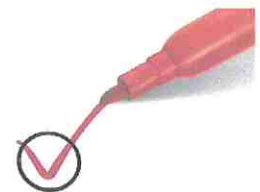
Worked together in a group



Things to look out for...



Look at your next steps. Answer any questions your teacher has given you, or correct any mistakes you may have made.



Red pen – edits and corrections made by a pupil



The teacher has given you verbal feedback (spoken to you about your work).

Green pen – marked by an adult. Missing punctuation will be circled.



Highlighted words in yellow are spellings you need to check and change



