

## HOLBROOK PRIMARY SCHOOL

### Feedback and Marking Policy

|                                |                                                  |
|--------------------------------|--------------------------------------------------|
| <b>DELEGATION OF APPROVAL:</b> | <b>FGB</b>                                       |
| <b>FREQUENCY OF REVIEWS:</b>   | <i>Annually</i>                                  |
| <b>DATE APPROVED:</b>          | October 2024                                     |
| <b>CHAIR OF RESOURCES</b>      | <i>SIGNED COPY HELD IN THE<br/>SCHOOL OFFICE</i> |
| <b>CHAIR OF GOVERNORS:</b>     |                                                  |
| <b>DATE RECEIVED BY WGB:</b>   |                                                  |
| <b>DATE NEXT REVIEW DUE:</b>   | October 2025                                     |



## Feedback and Marking Policy – October 2024

This policy gives all stakeholders of Holbrook Primary School clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback based upon pedagogical research explored by the staff team: **this pedagogical research will include our CPD program/study of Roseshine's Principles, Metacognition and the 'Walk Thrus' teaching techniques.**

### Rationale

Holbrook Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Once the schools' non – negotiable timetable begins (usually two weeks after the start of each term), deep, evaluative marking, including next step learning dialogues between pupil and teacher happen at least weekly in English, Maths; fortnightly for Science in KS2 and twice a half term for KS1. This in depth marking should take place once a half term for foundation subjects. **Marking & Feedback in Computing includes the use of the electronic marking facility in Purple Mash. Some subjects like PE and Music it is more appropriate that verbal feedback is given.**

As far as possible, pupils work should always be acknowledged verbally, using stamps/stickers/Team Points or with written feedback. Each piece of work with a Learning Objective must have feedback using the three tick system:

The three tick system will be used to indicate how well children have met the learning objective:

- ✓✓✓ Learning Objective Achieved
- ✓✓ Learning Objective Almost Achieved
- ✓ Learning Objective Not Yet Achieved

Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Holbrook Primary School. Feedback and marking is to enable pupil progress to be measured and furthered still.

At Holbrook Primary School, we:

- Provide consistency and continuity in marking throughout the school (relevant to the 3 phases) so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment which is recorded on our bespoke Excel assessment tools for each NC subject;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

### **Principles of Effective Marking**

Differing types of feedback and marking (verbal and written) should identify pupil errors as to whether they are:

- A conceptual misconception which requires re – teaching
- A mistake that the child is able to self – correct
- A challenge question from the teacher to demand pupils' application of skills and reasoning.

Effective marking should:

- Identify and address any gaps in pupils' knowledge, skills and understanding
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and means that **adults are modeling the school's handwriting policy for the child**

- Be frequent and regular as appropriate to the child's needs.
- Allow specific time for the children to read, reflect and respond to marking
- Give children opportunities to become aware of and reflect on their learning needs
- Include 'Live Marking / verbal feedback' (feedback with the child, in the lesson in reaction to pupil misconceptions).
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve all children in the same process (whether oral or written)
- Be consistently followed by teachers and TAs across the school in line with this policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.
- Be tailored to individual pupils' abilities.

### **Procedures**

- Look for progress and success towards the learning objective, before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective. Refer to these when giving written and verbal feedback.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of high quality outcomes e.g. using a pupils written work as an example for others or through weekly celebration assemblies
- Look for common misconceptions: be selective and sensitive in marking. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Teachers mark in purple pen and in KS2 pupils respond in green pen and year 2 when ready.

### **Effective Marking and Feedback Strategies**

The following strategies can be used to mark, assess and provide feedback.

- Verbal feedback/live marking takes place during guided/focused work. It is an ongoing dialogue (verbal or written) between the learner and the 'teacher' (class teacher/teaching assistant/peer coach). It is most often accompanied by the appropriate marking code symbol in order to guide the child in their learning.
- Quality Feedback Comments in English, Maths and Science.
- Positive recognition of achievement towards learning objectives and end curricular goals as identified through use of the subject progression of skills grids by staff
- Whole Class Feedback (Walk Thrus technique)- 1) Read through every students work 2) Note the strengths 3) Note the areas of improvement 4) Give the feedback 5) Give time for improvement

## **Praise**

At Holbrook Primary School all cohorts recognise that praise is an integral element of all feedback and marking. Praise may come in one of many forms, e.g. stamps, stickers, verbal praise, celebration assembly certificate, writer/ mathematician of the week/month award.

## **Summative Marking**

### **Foundation**

Foundation follows its own Early Years curriculum and assesses children's progress in line with the development matters document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1180056/DfE\\_Development\\_Matters\\_Report\\_Sep2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf)



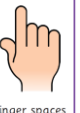
The children's achievement is recorded via online learning journals. A photo is taken of children while demonstrating their learning, and a note is written alongside this to explain the context. This is then linked to the relevant areas of the curriculum in which their progress is demonstrated.

Children in foundation also have Communication Language and Literacy books for their written work and feedback. The marking code (see Appendix 1) is used for all written and physical work such as CLL, Expressive Arts and Design and Understanding the World.

## Y6 Moderation Protocols

Due to present protocols regarding marking and feedback in Y6 writing, "marking must not be modelled or over – scaffolded" – DfE – Feb '24. These teachers, during the Spring Term and Summer 1, will deliberately use Verbal Feedback in the main, so that when the children's work is moderated, there can be no confusion over 'over – marking,' and clear illustration of what these pupils can do independently.


## Foundation Marking Code

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Great Work</b> - what the children did well.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | <b>Next Step</b> - personalised targets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| EYFS marking tool kit linked to basic skills                                      | <p>I am learning to write a letter</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">●<br/>full stops</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">A<br/>capital letters</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"><br/>finger spaces</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">↓<br/>write on the line</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">ure<br/>oo ch<br/>ay br<br/>use phonics</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">?<br/>Question mark</div> </div> <p>Date: x</p> |

The three tick system for KS1 and KS2 will be used in foundation to indicate how well children have met the learning objective:


- ✓✓✓ Learning Objective Achieved
- ✓✓ Learning Objective Almost Achieved
- ✓ Learning Objective Not Yet Achieved

## KS1 Marking Code

|                                                                                        |                                                                                                                               |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| √                                                                                      | <b>This work is correct</b>                                                                                                   |
| •                                                                                      | <b>This is incorrect</b>                                                                                                      |
| sp                                                                                     | <b>Spelling mistake</b>                                                                                                       |
| L.I. ✓✓✓                                                                               | <b>Learning intention achieved</b>                                                                                            |
| L.I. ✓✓                                                                                | <b>Learning intention almost achieved</b>                                                                                     |
| L.I. ✓                                                                                 | <b>Learning intention not achieved</b>                                                                                        |
|     | <b>Next step evaluative point to progress learning</b>                                                                        |
| VF                                                                                     | <b>My teacher has talked to me about my work (Verbal Feedback)</b>                                                            |
| <div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">S</div> | <b>Support</b> – if children have misunderstood the concept they will take their work to have another try with adult support. |
| Int                                                                                    | <b>Intervention</b>                                                                                                           |
| I                                                                                      | <b>Independent Work</b>                                                                                                       |
| <b>WCF</b>                                                                             | <b>Whole Class Feedback</b>                                                                                                   |

Teachers will share their own age appropriate marking systems linked to the age expectation for SPAG as advocated in the DfE statutory requirement

## KS2 Marking Code

|                                                                                   |                                                                                                                               |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| √                                                                                 | <b>This work is correct</b>                                                                                                   |
| © or .                                                                            | <b>This is incorrect</b>                                                                                                      |
| <b>sp</b>                                                                         | <b>Spelling mistake</b>                                                                                                       |
| //                                                                                | <b>New paragraph needed</b>                                                                                                   |
| <b>HW</b>                                                                         | <b>Handwriting requires attention</b>                                                                                         |
| L.I. √√√                                                                          | <b>Learning intention achieved</b>                                                                                            |
| L.I. √√                                                                           | <b>Learning intention almost achieved</b>                                                                                     |
| L.I. √                                                                            | <b>Learning intention not achieved</b>                                                                                        |
|  | <b>Next step evaluative point to progress learning</b>                                                                        |
| <b>VF</b>                                                                         | <b>My teacher has talked to me about my work (Verbal Feedback)</b>                                                            |
| <b>OM / PM</b>                                                                    | <b>'own marking/ peer marking'</b>                                                                                            |
| <b>S</b>                                                                          | <b>Support</b> – if children have misunderstood the concept they will take their work to have another try with adult support. |
| <b>Int</b>                                                                        | <b>Intervention</b>                                                                                                           |
| <b>I</b>                                                                          | <b>Independent Work</b>                                                                                                       |
| <b>P</b>                                                                          | <b>Punctuation</b>                                                                                                            |
| <b>WCF</b>                                                                        | <b>Whole Class Feedback</b>                                                                                                   |

Teachers will share their own age appropriate marking systems linked to the age expectation for SPAG as advocated in the DFE statutory requirement

### **Monitoring of feedback and marking:**

Pupil perception work, lesson visits, governor monitoring and work scrutiny take place each half term as part of class teachers' performance management as part of the school's termly curriculum monitoring cycle. These are performed by the school's senior leadership team, (SLT). Subject leaders carry out work sampling with specific foci across the school year, pupil achievement scrutiny, lesson visits and pupil perception as part of their annual subject leadership cycle and use this investigative work to update and inform their subject action plans which they share with their subject link governors. This work enables subject leads to identify and address any gaps in pupils' subject knowledge, skills and understanding and provide CPD to teaching staff as necessary. This ensures continuity in application of the feedback and marking policy as well as highlighting any changes required.