



St Ann's Church of England Primary School



Marking and Feedback Policy

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Owner: St Ann's CE Primary School

Date adopted: March 2023

Review: March 2026

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Inclusion Policy Statement

At Rainhill St Ann's Church of England Primary School we are committed to overcoming all barriers to learning and raising standards in all aspects of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and by nurturing an understanding of difference with our staff and children.

The school strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents alike

Introduction

This Feedback Policy, the Assessment Policy and the Lunar Curriculum Policy all unite to provide our school with a comprehensive, consistent platform where Assessment for Learning is an integral element of a child's learning.

'If there is a single principle teacher's need to digest about classroom feedback, it's this; The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time.'

Dylan William

What is Feedback? A Rationale for Providing Feedback on Learning

Effective feedback 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 pupil knowledge, understanding and outcomes and making decisions about what teachers and pupils need to do next, with the **primary aim of driving pupil progress**.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.

Feedback enables children to become active partners in their learning.

'If students are to become active evaluators of their own progress, teachers must provide the students with appropriate feedback so that they can engage in this task.'

Professor John Hattie

Feedback can be verbal, written, given through tests or via digital technology. It can come from a teacher or someone taking a teaching role (including the child themselves – see Self-Assessment), or from peers (see Peer Assessment).

How Effective is Feedback on Learning?

The Education Endowment Fund (EEF) studies show feedback has very high impact on learning if it is underpinned by the right principles. Feedback has effects on all types of learning across all age groups.

Principles of Effective Feedback (developed in response of guidance from DfE, Feb 2017)

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.'

Professor John Hattie

Providing feedback serves one single purpose – to **advance pupil progress and outcomes**.

Three principles underpin effective feedback. Feedback should be:

1. Meaningful

Teachers will mark in relation to the WALT and success criteria and always address errors and misconceptions the children have previously been taught. This ensures marking meets the needs of that individual pupil and is meaningful. Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

The most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

2. Motivating

Marking should help to motivate pupils to progress. This does not necessarily mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

3. Manageable

Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.







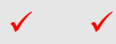
The time taken to mark should correlate with successful pupil outcomes. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed. A consequence of the dominance of written feedback means that teachers have less time to focus on the core business of their job – teaching pupils, and therefore there should be a balance between written and verbal feedback.

Feedback at St. Ann's Church of England Primary School

Acknowledgement Marking

Acknowledgement marking takes the form of marking symbols or in Maths green and blue highlighting.

Marking Symbols

Marking Symbols and Meanings	
	<p>When something is incorrect e.g.</p> <ul style="list-style-type: none"> • Wrongly positioned punctuation • Incorrect use of upper or lower case letters • Unsuitable word choice <p>The exact model will depend on the nature of the task.</p> <p><i>Correct use of upper or lower case letters or punctuation should be written in by the teacher, unless correcting these is given as a next step for learning.</i></p>
	An upward arrow head means a word has been omitted.
	Section of text does not make sense
	Incorrect spelling.
	Draw attention to lines that have not been fully used or a new paragraph has been started incorrectly.
	New paragraph required.
	Indicates 'really good'.

Highlighting – this applies to the marking of Mathematics only

Correct answers should be highlighted in green. Incorrect answers should be highlighted in blue.

Green means 'great!'

Blue means 'better if...'

Written Comments

There may be opportunities when a written comment may be appropriate to support learning. Written comments should be as succinct as possible. Written comments may appear at any point in the child's work. There is no expectation for evaluative comments to be written at the end of a piece of work. The purpose of a written comment should be to address an error or misconception and move learning on.

Written comment may take the form of:

- **Reminders**

To remind the child of the success criteria and what could be improved.

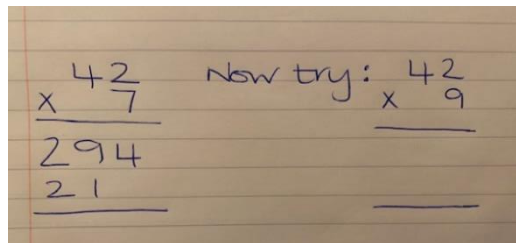
E.g. Could you show another method for solving Question 3 that might be more efficient?

Remember to use the first person when writing a diary entry.

- **Modelled prompts**

To model to the child what they need to do, particularly if they have got something wrong.

E.g. Giving exact sentences, words or processes to copy.



- **Scaffolded prompts**

To start an example for the pupil to complete, particularly if they have got a similar example wrong.

E.g. Complete the number pattern: 1, 3, 5, ...? Can you order these numbers in a different way?

Where children are set a task, pupils must respond (see Read and Respond)

Verbal Feedback

All adults in the classroom should be constantly giving verbal feedback to individuals throughout learning time. Verbal Feedback should be given whenever possible. It can help to clarify misunderstanding or alternatively extend the pupils' understanding. Verbal feedback motivates pupils. Verbal Feedback could be a brief intervention or it could be more in-depth. Teachers do not need to record in the child's book that verbal feedback has been given— it is part and parcel of the teaching and learning process.

One on One Coaching Sessions

During and outside lessons, staff deliver one on one coaching sessions. During the coaching session, teaching and learning takes place and the staff member provides verbal and written feedback, in the presence of the child. Sessions may last anywhere between five and ten minutes. The child may address the feedback during and/or after the session.

Correcting Spellings

Spelling errors are marked **across the curriculum**. Up to a **maximum of three** spelling errors are identified and set for the child to correct. This is done proportionally according to the individual child's age and ability in spelling. Teachers use their professional judgement as to what is appropriate to correct (e.g. high frequency words/ common exception words). This is informed by knowledge of the curriculum (e.g. is the misspelt word one that the child has demonstrated previously that they could spell?) and knowledge of the child (e.g. is the child dyslexic?). Where spellings are corrected, 'sp' should be written above the incorrectly spelt word. The word is then written correctly by the teacher for the children to copy out correct three times. The amount of support required to do this will depend on the age and ability of the child.

Read and Respond Time

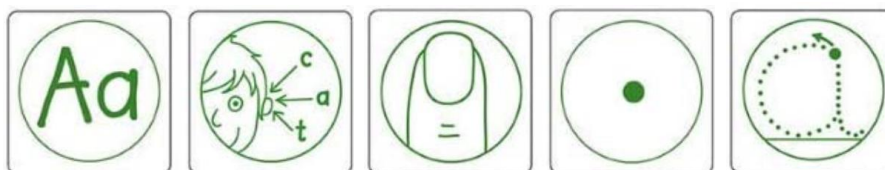
Children will be given time to review any written feedback and respond. This will include making corrections, copying out spellings and completing tasks set. The children's responses must be written using their Better in Black (BIB) pens. Read and Respond time should take place as often as necessary, throughout the lesson (e.g. beginning, during mini-plenaries, end). Work should never be handed in to the teacher without feedback being addressed.

Feedback in Early Years

Children work in small groups and receive coaching during these sessions to correct errors or address misconceptions.

Where it is evident a child requires further support in a particular area, intervention will take place to address this. Intervention work will be evident in English and Maths books.

Where a next step is given this will be done through use of stamps. This ensures that children are able to understand the next steps. Initially, next steps are limited to letter formation, identifying correct sounds in words, and number formation. Later in the school year (summer term) for some children capital letters, full stops and finger spaces will also be included in next steps.



Peer and Self Assessment

Self-assessment and peer-assessment are not replacements for teacher or practitioner feedback (including written feedback). They are important additional forms of assessment which engage children in becoming self-critical and independent. **Teachers are still expected to review work that has been self-assessed.** At St Ann's we expect pupils to own their learning and be fully involved in evaluating their success, as well as identify areas for development. A number of strategies can be used to make this happen.

Self-Assessment

We encourage children to assess themselves against the lesson success criteria throughout every lesson. This provides feedback to the teacher so they know immediately how well children have understood what they have been learning.

Self-Marking

It is acceptable for pupils to self-mark their own work when appropriate. This must be done under the direction of the teacher and must still be marked by the class teacher. Only very specific types of work would lend themselves to being self-marked e.g. Do Now activities, closed questions. The value in self-marking is self-assessment, rather than the outcome of the piece of work 'being marked'.

Peer-Assessment

Children sometimes give feedback on one another's work. This kind of peer-assessment may include children evaluating another pupil's work using the lesson success criteria (WILF), or a peer commenting on things that are good and making a suggestion about what could be improved

Examples of Self and Peer Assessment

- Find one word you are really proud of and underline it, tell the person next to you.
- You have three minutes to identify two places where you think you have done xxx well, and to read them to your partner.
- Decide with your partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.
- You have five minutes to find one place where you could improve your work. Write your improvement at the bottom of your work.

Peer-Assessment Protocol

Before using peer-assessment, a class protocol should be agreed. The protocol should include the following:

- We will respect our partner's work because they have done their best and this should be valued.
- We will tell our partner the good things we see in their work.
- We will listen to our partner's advice because we are trying to help each other to get better.
- We will look at ways to help our partner achieve the lesson objective (WALT)/ lesson success criteria.
- We will make suggestions clear.
- We will make our suggestions positive.
- We will be fair to our partner and not talk about their work to others behind their back.

Purple Polishing Pens

Pupils are encouraged to see themselves as the first marker and audience for their learning and use their peers to assess work with them. When children edit their own work (prior to teacher marking) they do so using Purple Polishing Pens.

Feedback and Growth Mindset

As children begin their class work, feedback that encourages a Growth Mindset guides and motivates them to ensure that they remain **persistent, resilient and focused** on the process of learning. It is important to give pupils feedback about their progress and their results so they can specifically see their growth.

How does Growth Mindset feedback differ from other feedback?

Instead of Saying	Try Saying
'You're a natural!'	'You're getting better because you're working so hard!'
'Is that too hard for you?'	'It's challenging you so your brain must be growing.'
'You're so clever!'	'You always try so hard and do your best.'
'Not everyone is good at that, just do your best.'	'If it's hard, it is because you are learning something new.'
'Why did you get these ones wrong?'	'Let's look at the ones you got wrong and find out why.'

When children should receive feedback that nurtures a Growth Mindset and what this looks like

Children should receive Growth Mindset feedback when they:

- Struggle despite strong effort
You're not there 'yet!'
Mistakes are welcome here!
Of course it's tough, school is here to make our brains stronger.
I admire your persistence and hard work. It will pay off!
Is there anything you could do to prepare differently next time?
- Struggle and need help with strategies
Let me add new information to help you solve this...
Here are some strategies to figure this out.
Let's do one together out loud.
Just try, we can always fix mistakes once I see where you are getting held up.
What parts were difficult for you? Let's look at them
- Are making good progress
That's a tough problem that you have been working on for a while. What strategies are you using?
I can see a difference in this work compared to ... You have really grown in this area.
I see you are using your strategies. Keep it up!
You worked on this for a while and didn't give up! Well done!
Your hard work is clearly evident in your work/ homework.
- Succeed with strong effort

I am very proud of you for not giving up, and look at what you have to show for it!

Congratulations, you really used great strategies.

I want you to remember for a moment how challenging this was when you began. Look at how far you have come!

All that hard work and effort has paid off!

The next time you have a challenge like this, what will you do?

I can see you really enjoyed learning that.

- Succeed easily without effort

It's great that you can do this. Now we need to find something a bit more challenging so that you can grow.

I don't want you to be bored because you are not being challenged so now try this...

You're ready for something more challenging.

What skill would you like to work on next?

It looks like you can do this already, let's move on to something more difficult.

In Summary: Feedback Expectations and Agreed Standards at St. Ann's

(many of which are in response to Education Endowment Fund research findings)

- Based on the three principles outlined above; meaningful, motivating and manageable, and on an 'add value basis'.
- Every piece of work will be marked
- Feedback will be given in a timely fashion, and immediate/same day interventions planned as needed
- Marking will be given in 'real time' (live) as often as possible i.e. while the teacher is floor sweeping during the lesson, delivering one-to-one coaching or working with a group
- There is no expectation to indicate that verbal feedback has been given
- Every extended piece of writing will have clear written feedback to support pupils in developing their writing IS THE REST OF THE WRITING JOURNEY MARKED, BUT NOT PUBLISHED PIECE?
- Marking symbols will be used to support pupils in identifying misconceptions/mistakes
- Black pens will be used for pupils to edit their own work
- Staff will mark in red ink and model the school handwriting policy (Nelson font)
- Where pupils require intervention, this will be clearly demonstrated in books
- Peer to peer feedback can be used where appropriate, when clear success criteria is used and pupils are taught to assess against it
- Spelling will be addressed by teachers identifying misspelt words and pupils correcting and copying them out three times.
- Consistent expectations will be demonstrated across all subjects through the quality of feedback given
- Written feedback will be corrective i.e. address errors
- Feedback will involve the child and require an action i.e. correct errors
- Relate to the lesson objective (WALT) and success criteria (that have been shared with the children, as well as addressing previous content the child has been taught.
- Provide a good model for children in terms of correct spelling, grammar and accurate use of Standard English.
- Be age-appropriate, accessible and inclusive e.g. at the child's level of comprehension.

- Be polite and positive (not use curt phrases e.g. 'Untidy!')