WOODLANDS PRIMARY SCHOOL

FEEDBACK AND MARKING

POLICY

Date Reviewed: October 2024

Next Review Date: October 2025

At Woodlands Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Be specific, accurate and clear
- Encourage and support further effort
- Provide specific guidance on how to improve and not just tell students when they are wrong

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further the children's learning
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. Marking and feedback practices should be manageable.
- Written comments should only be used where they are accessible to the students according to age and ability.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage. We support live marking wherever possible.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets.
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- Children must be given time to read and act upon feedback.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Types of Feedback and Marking

At Woodlands, learning will be assessed and feedback will be given in a variety of ways:

- **Immediate feedback within a lesson**
- **Small-group and one-to-one conferencing after a lesson**
- **Distance written feedback after a lesson**
- **Whole class feedback**
- **Self- and peer-assessment**

A brief description of each type of feedback/marking, and what this looks like, is shared below.

Immediate feedback within a lesson

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This is turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by coding G/S/I next to the Can I or individual aspect that the child needed support with.
- Where verbal feedback has been given, this is recorded in children's books as VF

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

Distance written feedback

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, ability subject and task.
- Lengthy written marking is not a proxy for effective feedback.

Whole class feedback

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.
- After this, children then edit or mark (by self or peer assessment) their work.
- Where whole class feedback is used, the school's feedback proforma will be used (written or typed)

Self-marking

- Children mark their own work in pink and green pen. They will indicate they have peer-assessed using the code 'SA'
- Children are given answer sheets or use Success Criteria/Toolkits to ensure accuracy of marking.
- When self-marking, children **may** include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking

- Children mark a peer's work using pink and green pen, using answer sheets or Success Criteria/Toolkits. They will indicate they have peer-assessed using the code 'PA'.
- Children give feedback verbally. This is something that will have been modelled to children by adults within lessons, especially how to link feedback to the learning criteria.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Implementing the Feedback and Marking Policy

Teachers/ /HLTAs/TAs will:

- Provide frequent and prompt feedback for learners
- Relate written marking to the 'Can I' (learning objective) or specific mastery targets
- Use the school's Whole Class Feedback proforma – either hand-written or typed – when they have chosen to use this method of feedback
- Ensure feedback clearly indicates strengths to enable learners to recognise how they have been successful in their learning, as well as next steps
- Plan time within lessons to give the children the opportunity to act upon feedback
- Ensure that next steps and targets are achievable yet challenging. If a child is successively unsuccessful, an intervention must be provided
- Explicitly teach the skills of responding to feedback and ensure that children understand how feedback is used to support their learning
- Use a range of age and ability appropriate feedback and marking methods including self-assessment and peer-assessment
- Whenever possible involve the child directly in feedback. The younger the child, the more important it is that the feedback is verbal and immediate

Keeping written feedback consistent:

- The 'Can I' will be highlighted in pink to show when the objective(s) have been met by the child, or left unhighlighted where the objective(s) are not met.

- If work is marked by someone who is not the usual class teacher (e.g. student teacher/HLTA/TA), they will write their initials in pencil or black pen.

- All work will be coded G / S / I to reflect the level of teacher input / support. Teacher/TA guided work will be coded with 'G'. Work that has been supported via use of given specific resources e.g. dictionaries, word banks will be coded 'S'. Independent work will be coded with 'I' to reflect that a child has completed work completely independently. Children who have worked independently may have accessed resources independently to support their work, and this will also be coded 'I'.

- Evidence within a piece of work **may** be highlighted/marked pink to show specific examples of where the objective(s) has been achieved.

- Evidence within a piece of work **may** be highlighted/marked green to show specific examples of where there are misconceptions or errors.

- If margin marking is used, teachers will use green pen and the relevant key stage editing codes (see appendix) or the editing code appropriate for the child's ability level.

- Teacher will write VF in green pen if verbal feedback has been given.

- When transcribing children's work, adults will write in pencil or black pen.

- Adults in EYFS will write the short date in pencil or black pen.

Children's Responses to Feedback

- Children will respond to any green pen marking in purple pen (or purple pencil in KS1 if appropriate). They must be given time within lessons to complete this.

- Children must also have time to edit, proof-read/redraft their work before it is marked by the class teacher (especially in English). This will be done in pencil in both KS1 and KS2.

Monitoring and Review

Half-termly:
The Senior Leadership Team & Subject Leaders will be responsible for monitoring the implementation of this policy by monitoring books and looking at examples of work in accordance with the monitoring schedule. Designated Staff/SLT meetings will be set aside in order to accomplish this.

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Appendix 1

Woodlands Primary School

Key Stage 2

In my English book, I will:

- Write the long date in the top left hand corner, e.g. Monday 9th September 2024

- Miss a line and write the 'Can I...?'

- Underline the 'Can I...?' and the date with a ruler.

- Only use a ruler to rule out (in pencil) mistakes with a single line.

Remember our marking key is ...

Pink means you have met the objective here

Green means think about this part again

I will always try my best with handwriting, sticking in and drawing lines.

Signed _____ Pupil

Signed _____ Teacher

Woodlands Primary School

Key Stage 1

In my English book, I will:

- Use a sharp pencil

- Write the long date at the top of the page.

- Glue in the 'Can I…?' as neatly as I can

- Use a ruler and draw a line with pencil through any mistakes.

- Always try to write in my neatest handwriting.

- I will always try my best. If I am not sure, I will always ask.

Name: _____ Pupil

Name: _____ Teacher

Appendix 2

Woodlands Editing Code

KS2 Woodlands Editing Code	
P	**Missing or incorrect punctuation** *Where scaffold is needed, teachers may circle where punctuation is missing and/or indicate the type of punctuation missing.*
Sp	**Incorrect spelling** *Where scaffold is needed, teachers may highlight the where an incorrect grapheme or spelling pattern has been used, or underline the word that needs to be corrected.*
?	**Doesn't make sense** *Where scaffold is needed, teachers may write a prompt within the margin e.g. tense, grammar*
//	**New paragraph**
^	**A word is missing here**
[ ]	**Redraft this section**
⌐→	**Next step**

KS1 Woodlands Editing Code

CL	Add a capital letter
FS	Add a full stop
Sp	Incorrect spelling (when appropriate Y2)

Appendix 3 (Next Page)– Whole School Feedback Sheet

Woodlands Primary School - Feedback Sheet

Date:	Subject:
Work to Praise and Share	Needs Further Support

Basic Skills Errors

Misconceptions and Next Lesson Notes