



Trinity St. Peter's  
Church of England Primary School  
where children shine

## Marking and Feedback Policy

## Rationale

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

With regards to marking and feedback at Trinity St. Peter's, our focus is simple: it is our children's learning. We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress. The critical purpose of feedback and marking is equally simple; it is about moving learning forward by:

1. Highlighting and celebrating success
2. Supporting improvement
3. Identifying next steps in learning

We recognise the importance of feedback as part of the teaching & 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.

## Principles

At Trinity St. Peter's, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

1. The qualities of the children's own learning in relation to their own effort and ability
2. The quality of the learning produced in relation to the learning goal
3. Specific ways in which the child's learning could be improved, and crucially, being given the opportunity to reflect and act upon feedback where meaningful
4. Redirecting or refocusing either the teacher's or the learner's actions to achieve a goal
5. Improvements that the child has made compared to his/her earlier learning

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development in a meaningful way.

## Aims

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to excessive workload. The DfE's expert group emphasises that marking should be: '*meaningful, manageable and motivating*'. We have also taken note of the advice provided by the NCETM (National

Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

As such, effective feedback & marking at Trinity St. Peter's has the following key aims and principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective and, as such, feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and should inform future planning;
- Written comments should only be used where deemed necessary and where they are accessible to students according to age and ability.

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible. Our aim is 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. As a school, we value both **verbal feedback** and '*meaningful, manageable and motivating*' **written feedback** in moving learning forwards.

Feedback occurs at one of three common stages in the learning process:

1. **Immediate verbal feedback** – at the point of teaching
2. **Summary/Review feedback** – at the end of a lesson/task

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback.

### 1. Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It may take place during focused guided or group work and may be either spontaneous or planned for.

## 2. Summary/Review Feedback

In Key Stage 1 and 2, all written corrections, check marks and comments should be in GREEN.

**All** school work will at least be **checked** against the learning goals. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. Stamps or stickers may also be used to indicate work has been checked. It is imperative that marking is carried out consistently for maximum impact.

Such marking in children's books follows a marking code (*See appendices*) and more thorough written comments should only be used where deemed necessary and where they are accessible to students according to age and ability.

### Children Involvement

Opportunities are always given at the start of all lessons for the pupils to respond to next steps where appropriate and to edit their work in line with 'find it; fix it' in KS2 (see KS2 marking appendices). This is completed either independently or with their shared writing partner in English.

All children in Year 2 to Year 6 are to use a purple pen when responding to teacher feedback and amending corrections.

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice;
- Mini-plenary or learning reviews may be used during the lesson;
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them;
- Question/answer sessions may be used to facilitate this

**Self-assessment and peer assessment:** to occur as and when appropriate. This marking and feedback approach is employed on a rotation system throughout the learning week with different groupings and individuals identified in planning. This approach is flexible with teacher judgement and pupil success influencing the specific marking feedback that a child ultimately receives.

### Monitoring

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Trinity St. Peter's Primary School.

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of the book scrutiny conducted by the school's Senior Leadership Team (SLT).

## **Appendix**

A 'Marking Code' is agreed and implemented by all staff. This ensures continuity and consistency between all members of teaching staff, year groups and is aimed to give a greater impact to written feedback.


## **Monitoring and review**

The coordination and planning of the marking & feedback process are the responsibility of the assessment subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in assessment and by providing a strategic lead and direction for this area;
- evaluates the strengths and weaknesses in assessment and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.


## APPENDIX KS1

### Marking Code

A	Written next to LG if achieved.
G	Work was part of a <b>g</b> uided group.
S	Work was <b>s</b> upported by adult.
HL	<b>H</b> ome <b>L</b> earning
CL written next to word and error underlined	CL. tells child underlined letter should be a capital letter.
LC written next to word and error underlined	LC. tells child underlined letter should be a lowercase letter.
. and CL added	Full stop added and CL inserted in correct place to show child where sentence ends and new sentence starts.
Sp. written next to word and error underlined	Sp. tells child underlined word is spelt incorrectly.
Circled letter or number	Indicates the letter or number is the wrong way around.
	Underline sentences that do not read clearly.
VF	Verbal feedback given – work has been discussed with the pupil.


## APPENDIX LKS2

### Marking Code

A	Written next to LG if achieved.
G	Work was part of a <b>g</b> uided group.
S	Work was <b>s</b> upported by adult.
HL	<b>Home Learning</b>
●	Find it, fix it. One dot in the margin informs pupil there is an error on this line, which they are to find and correct. Two dots in the margin identifies two separate errors.
Sp. written in margin and error underlined.	Sp. tells child underlined word is spelt incorrectly.
SP → Ⓢ	Indicates that the child has had support with their spelling corrections.
Circled letter.	Indicates the letter is the wrong form (should be capital or lowercase).
Circled number.	Indicates the number is the wrong way around.
○	Indicates the missing punctuation.
^	Indicates missing word/words in a sentence.
→	Indicates next steps in learning.
	Underline sentences that do not read clearly.
/	<b>New line.</b>
VF	Verbal feedback given – work has been discussed with the pupil.

## APPENDIX UKS2

### Marking Code

A	Written next to LG if achieved.
G	Work was part of a <b>g</b> uided group.
S	Work was <b>s</b> upported by adult.
HL	<b>Home Learning</b>
●	Find it, fix it. One dot in the margin informs pupil there is an error on this line, which they are to find and correct. Two dots in the margin identifies two separate errors.
Sp. written in margin and error underlined	Sp. tells child underlined word is spelt incorrectly.
Sp. written in margin and correctly spelt letters are ticked Example: □ □ □ □ c i r c e l	Sp. tells child underlined word is spelt incorrectly and the ticked letters above the word show the part of the word that is spelt correctly.
^	Indicates missing word/words in a sentence.
→	Indicates next steps in learning.
	Underline sentences that do not read clearly.
//	New paragraph.
/	New line.
VF	Verbal feedback given – work has been discussed with the pupil.