

# Marking & Feedback Policy

# Newburgh Primary School

## Policy on Marking and Feedback

### Intent

*'Feedback is one of the most powerful influences on learning and achievement'*  
(Hattie and Timperley)

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'*  
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

*'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.'*

(Report of the Independent Teacher Workload Review Group)

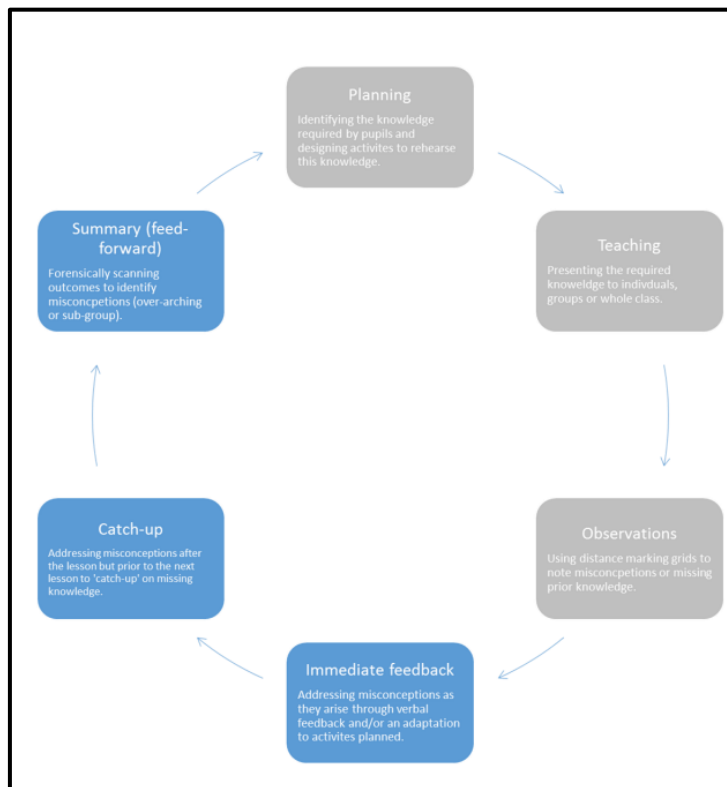
For feedback to be effective it needs to be:

- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria);
- clear, purposeful, meaningful and compatible with pupils' prior knowledge;
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt;
- part of the assessment process where both the pupil and teacher are given an opportunity to identify strengths, misconceptions and areas for development;
- provide information on how and why the pupil has or has not met the criteria;
- provide strategies to help the pupil to improve;
- encourage and support further effort.

### Implementation

#### **Our feedback cycle:**

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:



**Progression and importance of feedback:**

While the purpose of feedback remains consistent across all years at Newburgh Primary School, the type of feedback given will vary depending on the age of the children. In particular, feedback given in EYFS and year 1 is prominently immediate, verbal feedback. When working with very young children, feedback given later in time has little or no impact. *Immediately addressing how to hold a pencil and sit at a table to write ensures it is not difficult for children to address these skills at later stage. (Ofsted Subject review 2024)*

*Feedback must result in a change in children’s understanding so that they are not allowed to continue to make repeated errors in their books. If these errors are in foundational knowledge such as grammar and punctuation, these become embedded in long-term memory and are more difficult to unlearn. (Ofsted Subject review 2024)*

**The importance of editing in our feedback cycle:**

It is vital that opportunities for editing are planned within a unit of work. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by success criteria, or knowledge organisers.

**How we give feedback:**

Teachers mark in green pen and children edit in purple pen.

Immediate	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> </ul>
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Responsive (supported catch-up SCU or independent catch up ICU)	<ul style="list-style-type: none"> <li>• Takes place after the lesson or activity with individuals or groups.</li> <li>• Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge.</li> <li>• Could be verbal or written with time to rehearse knowledge immediately.</li> <li>• May be delivered by a teacher or teaching assistant based on guidance from the teacher.</li> <li>• An element of the child's responses to catch-up are recorded in their work to show progress over time using SCU or ICU.</li> </ul>
Feed-forward (FF)	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li> <li>• Identifies key strengths and misconceptions for the whole class or sub-groups</li> <li>• Takes place during the following lessons.</li> <li>• Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups</li> <li>• Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen.</li> <li>• May involve some peer support or support from a teaching assistant.</li> <li>• May be delivered by the teacher or a teaching assistant.</li> </ul>

**Feedback in Individual subjects:**

**Feedback linked to Maths**

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#### Immediate:

- TA assessment sheets must be used in maths lessons to help monitor the progress by all pupils in the lesson and help identify those children who require further support from an adult.
- Live marking of children's work is preferable to show them with a tick which calculations they are achieving correct answers for. In KS2 this may be achieved by the children having access to the answers for the first few calculations so that they can take ownership of their own learning.
- The onus is on the learner to check their work and identify their own errors because checking involves the child thinking deeply about the knowledge they have learnt. Thinking deeply, means it is more likely knowledge will be moved from working memory into long-term memory.
- If they have misunderstood something, teachers are well-placed to correct this misconception and address this immediately.

#### Responsive:

- At the end of a piece of maths work LI ✓ is written if the learning intention has been met.
- If work is incorrect it is marked with a dot or circled in the calculation, time must be given to pupils to correct this, either through independent catch up time (ICU) or supported catch up time (SCU).
- All children's corrections must be completed in purple pen.
- After catch up has taken place the teacher should decide if LI ✓ is now met or LI- if this has still not been met and needs revisiting again.
- Work from pupils that shows a greater depth of understanding must be clearly marked using a GD symbol near the work.

#### Feed-forward

- Teachers will reflect upon the level of understanding of all groups within the maths lesson. Within their sequence of lessons, they may choose to adapt the learning for a specific group or the whole class to embed a concept.
- Teachers' may use supported catch up time to ensure the specific group have misconceptions addressed so they are able to engage with the whole class in the next maths lesson.

#### **Feedback linked to English**

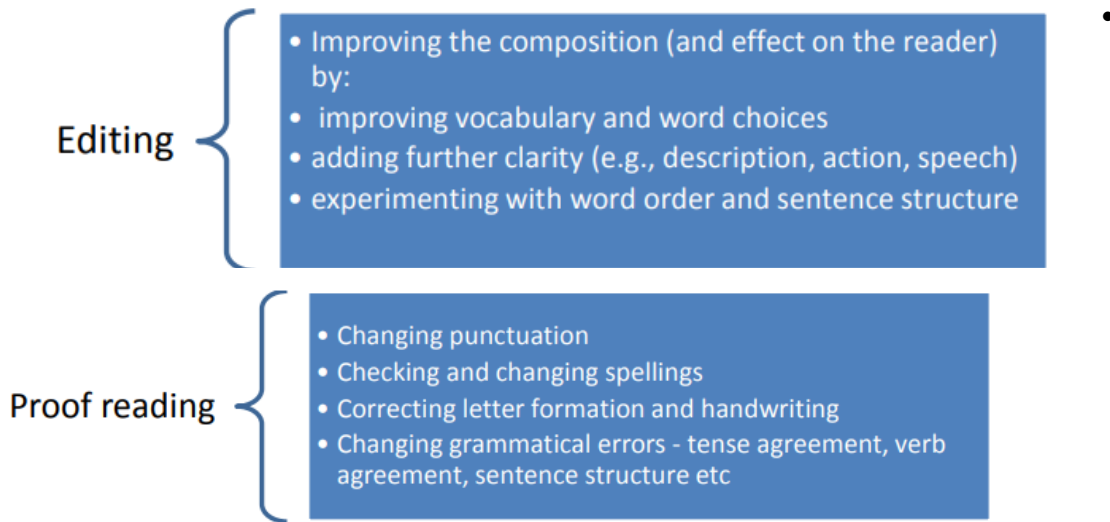
Marking writing is a complex task and will be completed in several different ways.

#### Immediate

- The teacher may live mark throughout the writing lesson, by reading sections and correcting writing with the child.
- The teacher might work with a group of children at different stages of the writing process and live mark.
- The teacher may notice errors in dates, tittles, GPS and give immediate feedback.

## Responsive

- Individual marking and feedback to the child is essential in the writing process and is beneficial for children to raise their awareness of their next steps of learning.
- Individual feedback supports their motivation and enjoyment of the process and should refer to the writer's intention.
- As part of the editing and proof-reading process, children will refer to their success criteria or learning intention to improve their own writing. This may be colour-coded to support the teacher recognising misconceptions. For example, if all the noun phrase are underlined in the conjunction colour.



- We use feedforward criteria with next steps to support children understanding where to improve their writing. Children will be given time to respond to this feedback at an age-appropriate level. Feedforward criteria will be used to move learning forward on longer pieces and to enable children to improve pieces where several learning intentions are being revisited.
- In Appendix 2 are examples of the feedback criteria used in KS1.
- In Appendix 3 are examples of the feedback criteria used in KS2
- In Appendix 4 are the Grammar and punctuation symbols used to support children noticing errors in their work. These codes will be used in the margin.
- Encouraging children to recognise when they have made spelling errors is important in the teaching of English. Errors will be signalled to children through the use of sp in the margin or circling the word. Children then correct the spelling in the margin. Equally when a child is drafting, they may add a wiggly line under a word that they are unsure they have spelt correctly.
- Teachers will not signal every spelling error in a piece of work, using their professional judgement they will identify spellings the child should know and note group or whole class misconceptions to be taught in following lessons.

## Feed-forward

- The teacher will read all the writing after a lesson and collect teaching points to address as a whole class the following lesson. For example, after a piece of writing, it is clear that

the children do not understand how to use subordinate clauses and the teacher revisits this concept.

- Within the editing element, the teacher shows a number of pieces which exemplify the composition focus e.g., a well-developed character description. The teacher explains what has led to the piece being successful. The teacher then shares less good examples (either anonymous or fictional pieces). Children suggest together how this might be improved. Then in pairs (or small groups) the children read together each other's work and suggest improvements, alterations and refinements. The author of the piece then makes these additions in purple pen to help the teacher see what changes have been made.
- Proof reading: the teacher shares extracts from pupils' work using a visualiser/Ipad or by typing out a couple of lines and displaying them on the interactive board. They begin by showing good examples of work e.g., an extract which showcases someone whose letter heights have the ascenders and descenders just right. The teacher then instructs children to look at their work and rewrite a short section or make changes in response to the good example. Following this, the teacher shares extracts which exemplify misconceptions or weaknesses. The teacher uses this example to re-teach knowledge. After this, the teacher may point out some spelling errors that several children are making. The correct spellings and how to remember them will be explained. Children then have a short period of time to proof read their work, checking for similar errors and putting them right. Children may be encouraged to sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.

### Feedback in Science

Shared with the class at the beginning of each lesson is the learning Objective (knowledge based) scientific skill and scientific enquiry type that will be taught.



Science skills are assessed using the working scientifically statements  
e.g Working Scientifically Assessment (Recording)

Working towards ARE	Working AT ARE	Working AT and above ARE
Record findings using scientific language, drawings and labelled diagrams and written explanations based on observations this may be guided by an adult.	Record findings using <b>labelled diagrams</b> . Can add detailed explanations using scientific words about the function of the teeth.	Children can independently and confidently label the teeth and provide a detailed explanation of the function of the teeth. They may add additional information to showcase additional learning.

At the end of the lesson children will self-assess by ticking one of the boxes in purple pen. The teacher will then assess and tick in green pen.

Feedback on knowledge objective taught in a lesson is given by LO ✓

When a unit learning objective has been taught (maybe over several lessons) children reflect on their learning and choose to shade in a face to show how well they feel they have met that objective.

Our unit learning objectives	Pupil Self-reflection
Describe the simple functions of the basic parts of the digestive system in humans.	
Identify the different types of teeth in humans and their simple functions	

### Feedback in foundation subjects

- Within a sequence of learning, children will be assessed against the learning intention and feedback will be given to children to move their learning forward referring to the specific learning intention for that subject.
- This should be a mix of immediate, responsive and Feedforward strategies.
- This may be the Learning Intention on the work being ticked by the adult or child with a FF strategy if required.

### SEND

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Extra support is given to ensure the feedback and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made so that feedback is appropriate to their learning.



### Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.







Maths Marking Policy

In green pen




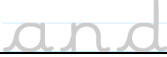
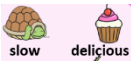


- Ticked calculations/representations/explanation sentences.
- If a mistake has occurred this should be dotted or within the calculation circled so that the child can correct this in purple pen at a convenient time. This doesn't have to be every lesson.
- LI ✓ if objective has been met
-  Supported catch up to be completed with support
-  Independent catch up to be completed by the child
- After catch up has taken place the teacher should decide if LI✓ is now met or LI- if this has still not been met and needs revisiting again.

Appendix 2

**Stage 1**

Feedforward		
ABC	Capital letters	
	Finger spaces	
 queen	Phonetically correct	
	Full stops	
	Read it again	

**Stage 3**

Feedforward		
ABC	Capital letters	
	Finger spaces	
 queen	Phonetically correct	
	Cursive letters	
	and	
 slow delicious	Adjectives	
	Full stops	
	Read it again	
<u>FF</u>		

Stage 4

<b>Feedforward Narrative Writing.</b>	Tick when achieved
I have written a narrative text.	
I have included expanded noun phrases.	
I have included exciting verbs.	
I have included fronted adverbials.	
I have included a wider range of conjunctions.	
I have included correctly punctuated my sentences.	
FF	

## Appendix 4

### Writing Marking codes

Insert full stop	_____	He was running_____
Insert Capital letter	T	he was running.
Change the spelling	sp	He was runing.
Add a paragraph	//	In front of the word to start the new paragraph.
Insert a	^	Place the symbol where a word is missing.
Missing punctuation	! , ? " "	Placed in the margin