



St. John's C of E (Aided) Primary

Marking and Feedback Policy

Head Teacher: N. Pallister

Chair of Governors: A. Harris

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Statement of Intent

St. John's C of E Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Roles and Responsibilities

The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching Staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- All staff are to 'live mark' pupils' work during each lesson as far as possible, commenting on pupils' work 'in the moment.' This instant marking will give clear information about why pupils have done well and to identify the next steps in their learning.
- Particularly when marking pupil's writing, provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide pupils with opportunities to reflect on feedback, using, which also allows them to respond to the feedback (using green pen) and ask questions.
- Carefully consider how to use purposeful verbal feedback to both encourage and improve learning.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.

- Provide verbal feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous writing and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to action any suggested improvements.
- Take responsibility for their own learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil. **This is why we believe ‘in the moment’ marking is best suited to the needs of our pupils, as instant feedback can be given.**

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils’ learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, subject leads and SLT will be available to offer guidance and support regarding the school’s procedures.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil’s abilities
- Giving clear guidelines for improvement
- Linking areas of improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil’s level of understanding

Distance marking (marking carried out away from the classroom) will be used as appropriate, particularly in longer pieces of writing, to allow teachers to assess pupils’ work.

Pupils will be given sufficient time to reflect on their feedback and improve and correct, where necessary, using their green pen.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Dojos given to pupils
- Well-done postcards
- Stickers/stamps awarded for excellent work
- Praise in front of whole class
- Sharing pupils' work with subject leaders or SLT
- Displaying excellent work around the classroom

Teachers will encourage pupils to occasionally mark each other's work or their own, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Marking in Maths

As maths usually tends to have either a correct or an incorrect answer, pupils may mark their own work, as well as being overseen and 'live marked' by staff.

Teachers will use the following techniques when marking in maths:

- Staff or pupils tick correct answers and leave a dot on incorrect answers, with the expectation that pupils will have another attempt.
- When self-marking, pupils are expected to input the correct answer alongside their error.
- When possible, providing immediate feedback to pupils to show them how to reach correct answers.
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence, particularly in 'reading' weeks, in comprehension and SPaG activities.

In Key Stage 1 and 2 when pupils are completing a 'writing' week in English lessons, pupils are to write short sections each day into their English books. Pupils are expected to use their knowledge from SPaG lessons to write coherently. After each section, pupils will then be given the opportunity to edit and improve their work.

When marking in English, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed, usually during the lesson, if possible.
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Using margin marking, in KS1 and LKS2 incorrect spellings, punctuation and grammatical errors are highlighted or underlined.
- In UKS2, when margin marking, incorrect spellings, punctuation and grammatical errors are not highlighted.
- This method of marking writing may be adapted to meet the needs of SEND pupils.
- Allow specific time for pupils to read, reflect, and respond to marking.

| Margin Marking Codes | |
|-----------------------------|------------------------|
| Editing Code | Meaning |
| Sp | Spelling correction |
| V | Vocabulary correction |
| G | Grammar error |
| P | Punctuation correction |
| C | Capital letter error |
| * | Missing word or words |
| / | New Sentence |
| // | New paragraph |

Feedback

Feedback should be given to:

- Motivate pupils
- Address misunderstandings
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding
 - Reinforcing a skill or piece of information
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback should be immediate verbal communication in the classroom.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class
- Explaining the areas pupils will need to understand
- Having a clear plan in mind for the progression of learning in the subject
- Having a final goal in mind for each individual piece of work
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers' marking and feedback will be reviewed by SLT and Subject Leaders on a regular basis to ensure that practices are consistent and effective.

- Teachers will submit a selection of books (HA, MA, LA & SEND) from their class for cross-moderation and book scrutiny.
- A staff meeting will be held regularly for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

Marking Guidelines

For each Learning Objective and piece of work, staff use:

- OA = Objective Achieved
- WTO = Working Towards Objective
- ONA = Objective Not Achieved
- ONU = Objective Not Understood

Staff may also use the following codes to indicate how much support was required:

- **Supported** = Where staff have worked with a child or a group of children on a specific task.
- **VF** = **Verbal Feedback** where staff have given feedback to children during the lesson.

Monitoring and Review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by SLT and Subject leaders.

The scheduled review date for this policy is September 2025.