



Marking & Feedback Policy

2024-2025

We are a small, welcoming and inclusive school at the heart of our community. We pride ourselves on our calm, friendly atmosphere which allows all children to flourish and achieve their potential. We take the time to get to know your child really well, their strengths, their interests and what makes them tick. We make sure that learning is exciting, challenging and fun and we design our curriculum so that children's social and emotional skills grow alongside their knowledge and understanding of National Curriculum subjects.

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At Hollybush, we know that teachers have individual teaching styles, and all bring something unique to our classrooms; however, we also recognise the need for consistency and clarity across all year groups so that children know clearly, what they have done well, and what they still need to do to improve.

Marking, feedback and assessment are a necessary part of this process. Teacher feedback is one of the most valuable ways that we can move children's learning on. We believe that pupils should be part of this process as much as possible, and so expect our teachers to identify misconceptions quickly, work feedback into their teaching strategies and develop their planning to help monitor children's progress.

Our school rules of **safe, ready and respectful** underpin all learning. Meaningful feedback delivered in a consistent way allows our pupils to feel **safe** as they build confidence and self-awareness, supports our pupils to be **ready** to learn and move learning on, and facilitates a **respectful** dialogue between teacher and learner.

1. Policy aims

Our policy aims around marking and feedback at Hollybush are:

- **To allow pupils to understand what they need to do to improve, and to be able to reflect on their learning.**
- **To allow teachers to address misconceptions quickly, adapt their teaching accordingly and inform future planning.**

2. Marking and feedback principles

At Hollybush, we believe that marking should be **manageable, meaningful and motivating**. The audience for marking and feedback is the child.

Manageable: We believe that our teachers' time is best-spent planning high quality learning opportunities, delivering exciting lessons, and assessing children's learning. Spending hours marking does not always allow time for proper reflection. Therefore, whilst marking ensures teachers are monitoring whether children have been able to achieve the learning objective of the lesson, there are other means of feedback that are just as (if not more) important and effective. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work (DfE, 2016).

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.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

3. Benefits of marking and feedback

We believe the benefits of effective marking and feedback in our school:

- Enables all pupils to engage in high quality learning as teachers will be able to accurately pitch learning tasks to scaffold and stretch pupils learning
- Helps pupils to recognise their strengths, boosting their self-esteem and growing their confidence when they know they have done something well or understood something
- Develops pupils meta-cognitive skills (their understanding of their learning) and encourages them to engage with their learning and skills on a deeper level
- Provides clear steps so that children know what they are doing well and what they have to do to improve

4. Marking and feedback procedures

4.1 Teacher and pupil expectations

Teaching and learning staff are expected to:

- Clearly explain what children are expected to do, using the school lesson design and providing clear models
- Provide whole class marking in mini-plenaries and whole-class input
- Provide personalised feedback (verbally or written) when working individually with a child or group
- Focus feedback on the learning outcomes
- Share, mark and give feedback on children's work on the smart board using clever share, under the visualiser, or in whole class carpet times, to provide a model to the whole class and to address whole class misconceptions
- Allow sufficient time for children to edit and redraft their own work
- Use assessment and marking to inform their planning

Pupils are expected to:

- Take pride in their work and show an eagerness to improve by responding to feedback
- Show progress in their next piece of work
- Understand their next steps provided by the teacher
- Work with their peers to provide and respond to peer feedback
- Show an ability to talk about what they have done well, and be able to explain why a teacher has given them positive feedback

4.2 Teaching and learning

At Hollybush, teaching and learning staff use the following strategies to provide high quality feedback within lessons:

- Cold calling: selecting students to answer; but involving everyone in thinking.
- Show-me boards: teachers quickly assess which children have understood the question, and target extra practice to those who need it.



- Say it again better: generate whole class better verbal responses.
- Process & probing questions: process questions place emphasis on 'how' and 'why', encourages children to explain their thinking, and develops higher order thinking skills; probing questions force children to think more deeply (e.g. is there another example? Is that always true, or only in this case?)
- Whole class feedback: using mini-plenaries, teachers address misconceptions, move the learning on, or use examples of children's work to allow all children to reflect critically on their own work. Adequate time is planned in and given to children to be able to improve their work.
- Individual feedback sessions: teachers provide children with next steps – these are clear and meaningful to the child. Where possible, teachers guide rather than give students the answers.
- Feedback as actions: children are encouraged to redraft or re-do/ rehearse or repeat/ revisit and repond to more questions/ re-learn material/ research and record.
- On the spot marking: specific individual feedback is given to children either verbally or written and children are expected to respond to the feedback instantly.
- Group marking: for specific learners, who all need the same misconception addressed and may need similar targeted feedback, teaching staff work with a group and mark either the teacher model, or a child's piece of work, supporting the group to then edit and redraft their own work.
- Modelling feedback: all teaching staff model how to give high quality feedback and how to respond to it.

4.3 Helping children know what they are doing well and what they need to get better at

At Hollybush we use a variety of positive noticing strategies, we might:

- Send home positive postcards when children have achieved something amazing
- Send a child to another teacher to show them their work
- Engage children in the annotation of our floor books and learning journey walls to ensure they are active participants in their learning
- Provide children with a target bookmark that they can use to support their writing, and understand
- Encourage pupils to improve their work during whole class feedback in lessons
- Celebrate individual successes in lessons, and use examples of good work in mini-plenaries
- Display good examples of work on our walls
- Use green feedback and purple positives to ensure that children know what they have done well and what their next steps are
- Provide clear verbal feedback
- Provide praise

4.4 Supporting teachers to give high quality feedback

At Hollybush we understand that we are all learners too and that our teaching practice can always improve. We support teachers to learn through:

- Facilitating opportunities for teaching and learning staff to look at other people's marking and feedback (both in house, and at other schools)



- Provide teachers with opportunities to access current training courses and to observe teaching in practice in other schools
- Providing a 'coaching' culture within school where teachers can focus on specific pedagogical practices and their impact on pupil learning
- Scheduling regular internal moderations and share examples of highly effective feedback, monitoring the impact of the feedback

4.5 Showing progress

Marking must be meaningful, and must have an impact. At Hollybush, we measure progress by:

- Ensuring that children have time to respond to green feedback
- Monitoring children's responses – for example, if a child has had green feedback for missing capital letters for proper nouns, teachers should give green feedback. If the child is then able to use capital letters for proper nouns in subsequent pieces of work, teachers should acknowledge this progress with a purple star stamp
- Progress in writing will also be clear as targets on bookmarks will evolve as children achieve their targets
- During leadership monitoring, children should not be making the same mistakes over and over again as these should be picked up through teachers feedback

5. Written feedback

Where possible, written feedback should be given in the moment, with the child present, so that the feedback is meaningful and misconceptions are corrected at the earliest possible time.

In EYFS, practitioners know their children really well. They plan opportunities to support specific learners, and focus on 'on-the-spot' verbal feedback. By the end of Nursery, children will recognise the purple star as a positive symbol, showing that they have achieved the learning objective. By the end of Reception, children will begin to understand the symbols used in the marking policy, and practitioners will use these in all areas of formal learning, including Read Write Inc.

In KS1, we are beginning to teach children how to edit their work. Written feedback is given in a structured way so that children know exactly what they need to edit. Teachers will mark in **green** pen. Children will edit their work in **blue** marking pencils.

Symbols used to mark children's work in KS1	
	S next to work indicates that the work was completed with support
	A tick next to the title or learning objective indicates that the pupil has understood and achieved the lesson objective
	A circle next to the title or learning objective indicates that the pupil has not yet understood or achieved the lesson objective
<u>poeple</u>	Statutory spellings, or key, known vocabulary will be underlined

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<u>l</u> ondon	Punctuation, such as missed capital letters or full stops will be underlined
307 This number is <u>37</u>	Misconceptions in maths, in line with year group expectations, will be underlined in green
<u>o</u> <u>5</u>	Incorrect letter and number formation will be underlined and remodelled for pupils
	A purple smiley star stamp lets children know that they have done something amazing! Children should be able to say why they have received a smiley star

In Key Stage 2, we aim to encourage children to find their own mistakes and edit their work with growing independence, by not always pointing out the exact error, but giving guidance through a number of marking codes. Teachers will mark in **green** pen. Children will edit their work in **blue** marking pencils.

Symbols used to mark children's work KS2	
S	S next to work indicates that the work was completed with support
✓	A tick next to the title or learning objective indicates that the pupil has understood and achieved the lesson objective
○	A circle next to the title or learning objective indicates that the pupil has not yet understood or achieved the lesson objective
sp	Statutory spellings, or key, known vocabulary spelt incorrectly will be indicated with the 'sp' code in the margin
p	Punctuation errors, in line with year group expectations, will be indicated with the 'p' code in the margin
t	Errors with using the incorrect tense will be indicated with the 't' code in the margin
^	If words are emitted, this will be indicated with the '^' code in the margin
307 x 8 <u>11815</u>	Misconceptions in maths, in line with year group expectations, will be underlined in green. Where possible, teachers will remodel and provide opportunities for pupils to master the skill
<u>win</u> <u>5</u>	Incorrect letter formation (including joins) and number formation will be underlined and remodelled for pupils
	A purple smiley star stamp lets children know that they have done something amazing! Children should be able to say why they have received a smiley star



5.1 Marking expectations for written feedback

Minimum expectations: All pieces of written work will be looked at by teachers and a tick or circle will be visible by the learning objective or title.

Marking should not be onerous, and it should mean something to the child. Whilst there is no expectation for teachers to mark every piece of work in depth, it must be clear that misconceptions have been addressed and repeated mistakes are not being made. This could be done through verbal feedback, planned opportunities within lessons, whole class feedback, or written feedback. The senior leadership team will monitor this regularly.

