



Southfields Primary School

Feedback and Marking Policy

Date agreed: February 2024

Review Date: February 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Key Principles

'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)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

| Marking | Purpose |
|------------------------------|---|
| Live feedback | This method of feedback takes place while the child is in the process of learning. It provides pupils with instant written feedback which enables them to make needed adjustments and improvements while they are still engaged in the learning process. It provides praise and encouragement for effort and application of learning. |
| Self and peer assessment | Autonomy is given to the children. Success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. |
| After lesson marking | This marking provided positive feedback to tell explicitly what the child has achieved. It could be linked to their learning behaviours or regarding their application of learning. |
| Next step tasks or questions | Tasks or questions may be used to prompt pupils to correct or think more deeply about their learning. |

General text marking:

| | |
|---|---|
|  | Tasks supported by an adult to be marked with an 'S' |
|  | If a child with SEND who usually has support, has completed the work independently, please mark with an 'I' |

2. English – Writing

Marking is to be done using a black ink pen. This is so that it is clear to the pupils where the teacher has provided feedback so they can clearly see what corrections are needed.

Live Feedback:

During English lessons, teachers and teaching assistants carry out 'Live Feedback' whereby they read the pupil's work with them and feed back to them regarding what has worked well and what needs to be improved.

After Lesson Marking:

Following a lesson, teachers in EYFS and KS1 will mark the remaining books that they were not able to live mark. They will use a short comment or relevant stamper to provide next steps.

In KS2, due to the greater quantity of writing, the teacher will select 6-8 books that have not been assessed in live marking to mark and will provide a next step comment relevant to their learning objective. The selection of books will differ each day in order for the teacher to see each pupil's book during the week.

For clarity and consistency, the following text marking codes should be used to provide feedback:

| Text Marking Codes | | |
|--|--|---|
| Type | Example | Description |
| Positives - green underlining | LO: Subordination When it stops <u>raining</u> , we can go out to play. | Using a fine green felt tip or the thin side of a highlighter, elements of the learning objective and effective vocabulary is <u>underlined</u> . |
| Punctuation errors – circle | When (t) Stops raining we can go out to play. There are two cat's | Using a black marking pen, incorrect or missing punctuation is circled. If a punctuation mark has been used incorrectly, a small cross is put above the circle. |
| Spelling Errors x3- Squiggly line and write the word in the margin | When it stops raiing, we can go out to play. | Incorrect spellings are underlined with a squiggly line and are written correctly in the margin. These spellings need to be appropriate to the pupils and spellings that they are working on. |
| Handwriting/joining errors | When it stops raining, we can go out to play. | When a word is not written clearly or a join is incorrect, it is underlined with a straight line. In the margin, write H and then the correct formation x3. |
| Re-read - Asterisks around a sentence or paragraph or a single asterisk over a word. | sense * When it rain, we can out to play.* tense I eated my dinner. | When a sentence, phrase or paragraph does not make sense, it is indicated with a pair of asterisks. And the word "sense" is written in the margin. This is to indicate what a pupil needs to edit or rewrite. |

| | | |
|----------------------------------|--|--|
| ^ to indicate a missing word | <i>When it ^ raining, we can go out to play.</i> | An upwards arrowhead is inserted where a word is missing. |
| // to indicate a new paragraph | <i>He placed his head down on his pillow. The next day, Jim thought carefully about what had happened the day before.</i> | Double forward slash is used to indicate where a new paragraph should have been started whether that be for speech or following the rules of TipTop. |
| Verbal feedback in the margin | VF - tense | When a discussion takes place with a pupil about their learning, VF plus the focus is written in the margin. |
| Smiley faces, stars and stickers |  Great participation today!   | Positive and motivational stickers to be used intermittently. This can be done along with short positive comments specific to that pupil. |
| Stampers |    | Visual stampers are used to indicate next steps for the pupils. |
| Next Step |   | A next step stamper or a drawn think cloud can be used to provide a next step in learning linked to the learning objective. |

3. English – Reading

Pupils to self-mark where appropriate. All work to be checked by an adult and acknowledged with a tick or comment on occasion. Basic skills to be corrected following the English Writing codes.

4. Mathematics

At various points throughout the lesson, pupils self-mark their work. Following these self-mark moments, the adults monitor the marking that is taking place and support pupils where necessary. At the end of the lesson, teachers look at the pupil's marked books in order to identify those who require further support.

Teachers use a variation of stamps, ticks, stickers and comments to acknowledge that the work has been assessed by an adult.

Teachers to check basic skills in maths books (number formation, one number per square, written method set up).

| Text Marking Codes | | |
|--|--|---|
| Type | Example | Description |
| Positives | ✓ | Using a black marking pen, the calculation is ticked. |
| Error or misconception | ▪ | Using a black marking pen, a dot is added next to the mistake. |
| Verbal feedback code next to the calculation it was given to | VF - presentation | When a discussion takes place with a pupil about their learning, VF plus the focus is written next to the work. |
| Smiley faces, stamps and stickers |  Great participation today!  | Positive and motivational stickers to be used intermittently. This can be done along with short positive comments specific to that pupil. |
| Spring with forward arrow. |  | Teacher notes where a pupil has been able to move on in their learning. |

5. Science

Basic skills to be corrected following the English Writing codes.

Marking stickers to be used or an acknowledgement with a tick or short comment.

Science vocabulary to be highlighted in green to indicate where it has been used successfully.

The occasional 'next step' question or comment can be made to move learning on.

6. History, Geography, French, Music, Art, DT and RE

Marking stickers to be used whereby teachers state or tick which of the learning outcomes have been achieved in that lesson. Stickers and short positive comments can be used to highlight good learning behaviours. Basic skills to be corrected following the English Writing codes e.g.:

Well done! Today you have:

| | |
|--|--|
| | Understood that prehistoric was a long time ago. |
| | Accurately placed BC and AD on a timeline. |
| | Correctly used the scale on the timeline. |



You showed an understanding of pitch, pace and dynamics.



Which has the most impact when it is changed?