



**NORTH CAVE
C of E PRIMARY
SCHOOL**

Marking and Feedback Policy

September 21

School vision:

A Christian school at the heart of the community that we serve.

Achieving our goals as we are guided by God's light.

Believing in ourselves, in each other and in God.

Caring and nurturing all of God's children in our school family.

Sharing our aspirations through our exciting, enriched and inclusive curriculum.

'Therefore encourage one another and build each other up, just as in fact you are doing.' 1 Thessalonians 5 Verse 11



Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning.

Proverbs 9:9

Aims

This policy aims to:

- Set out the purpose of marking and feedback
- Provide clear guidelines on our approach to marking and feedback.

Purpose

'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects'. (Professor Becky Francis – Chief Executive - Education Endowment Foundation)¹

At North Cave CE Primary School, we recognise the important role that marking and feedback plays in supporting children's progress within their learning. Marking and feedback comes in a variety of different formats and all staff are aware that different methods may be used to feedback on different tasks and to meet the varying needs of our pupils.

Principles of marking and feedback

In order for marking and feedback to be effective, we believe that the adults providing it should:-

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially,
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.²

We believe that different types of marking and feedback may be used dependent upon the task however where written marking is used, common symbols and principles will be followed.

¹ Education Endowment Foundation (2021) Teacher Feedback To Improve Pupil Learning Guidance Report
https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf Accessed 16 September 2021 Page 4

² Education Endowment Foundation (2021) Teacher Feedback To Improve Pupil Learning Guidance Report
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Feedback approaches

At North Cave CE Primary School, we use a range of feedback approaches, which vary depending upon the task. When deciding upon the most relevant approach, staff will consider:-

- Content
- the particular task that a pupil has undertaken;
 - the underlying processes related to a specific subject; or
 - a pupil's self regulation.
- Methods
- verbally – this could be detailed conversation or quick verbal comment; or
 - written – this may be written comments, written marks, scores or a combination.
- People
- to the whole class;
 - to specific groups; or
 - just to individuals.
- Times
- during a lesson;
 - immediately after a lesson; or
 - sometime after a lesson.³

Feedback should always be positive and focus upon moving a child's learning forward. In the use of praise, adults will focus upon the specific task or skill that has been performed rather than general comments.

At North Cave CE Primary School, feedback can be presented as:-

Verbal feedback – This has immediacy and relevance as it leads to direct pupil action. It may be directed to individuals or groups of pupils and will be based upon an accurate assessment of learning.

Peer feedback – This is structured and modelled by the teacher so that it can be easily integrated into the school's teaching approach. Children will be trained over time in order to peer assess one another.

Written feedback – This involves the physical marking of a piece of work by an adult and at North Cave CE Primary School may take the form of:-

- Live marking – Where marking takes place during rather than after a lesson, providing the children with immediate feedback.
- Coded marking – Where codes, understood by the children, are used in order to allow children to reflect upon their work and make improvements.

³ Education Endowment Foundation (2021) Teacher Feedback To Improve Pupil Learning Guidance Report

https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf Accessed 16 September 2021 Page 7

Written feedback

Where written feedback is used within North Cave CE Primary School, the following points should be noted:-

- Marking completed by an adult must be written in green ink.
- Written comments should be neat, clear and legible.
- Symbols may be used in marking as long as they are understood by the children and are used consistently. The school agreed symbols should be displayed in classrooms.
- Work may be rewarded with house points or acknowledged through other school awards eg weekly certificates.
- Pupils should understand the marking and why work is marked. Pupils should understand what the teacher is looking for.
- The learning objective must be at the top of each piece of work.
- Marking will usually be focussed on a clear learning objective therefore all errors will not be corrected. However, it is important to have times when spellings, reversals of letters and numbers are corrected.
- Marking, including comments or prompt questions, will be written in child friendly language to indicate what needs to be done to move learning forward and where on the work improvement could be made (use of symbol eg arrow).
- Written comments should be specific rather than general. Where improvement suggestions are made, these must help the child know how to make the specific improvement. There are three types of improvement prompt:
 - **reminder** (reminding the child of the learning objective)
 - **scaffold** (providing the child with examples of what they need to do)
 - **example** (giving exact sentences, words or processes to copy or follow)
- Time will be allowed for children to review marking and respond appropriately (response time).
- Where a pupil has responded to marking, responses may be written in blue, depending upon the task and nature of the response.
- Teachers will use feedback from marking to set targets and inform future planning.
- 'Correction marking' may be used for things the children should know eg spellings, number/letter reversals.

Response Time

Children need to be given regular classroom time to read any feedback and, most importantly, carry out an improvement on the piece of work. They are unlikely to be able to embed any suggestions for improvement and apply them to future work unless they are given time to respond to feedback.

Teacher modelling and whole-class marking can be used to train children gradually to be able to identify their own successes and improvement needs, individually or in pairs.

Sometimes, children may be asked to independently edit and improve their work. This may be:-

- by correcting their work e.g. a spelling or adding missed punctuation
- by altering a word e.g. choosing to change a word choice
- by changing / adding to what is written e.g. adding an adjective or the structure of the sentence or paragraph.

In these instances, children will not have been directed towards the improvement by the teacher but instead given time to edit and improve.

Agreed Marking Symbols

These symbols should be displayed in all classrooms and must be understood by the children.

Inclusion

The principles of this policy apply to all pupils, including those with special educational needs or disabilities.

Strategies to provide effective feedback may be varied in order to meet a child's needs. It is important that all children have an equal entitlement to high quality feedback.

Roles and responsibilities

Governors

Governors are responsible for:

- Understanding the procedures for marking and feedback
- Holding school leaders to account for the effectiveness of marking and feedback.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring the effectiveness of marking and feedback.
- Reporting to governors on the effectiveness of marking and feedback.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed every two years by the Policy Committee.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of practices across the school.

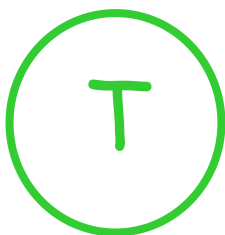
EYFS/ KS1 Feedback Symbols



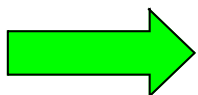
Correct



Incorrect



Target



Response needed



Capital letter



Full stop



Spelling mistake



KS2 Feedback Symbols



Correct



Incorrect



Target



Response needed



Capital letter



Full stop



Spelling mistake



Grammar mistake



New paragraph needed



New line needed



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