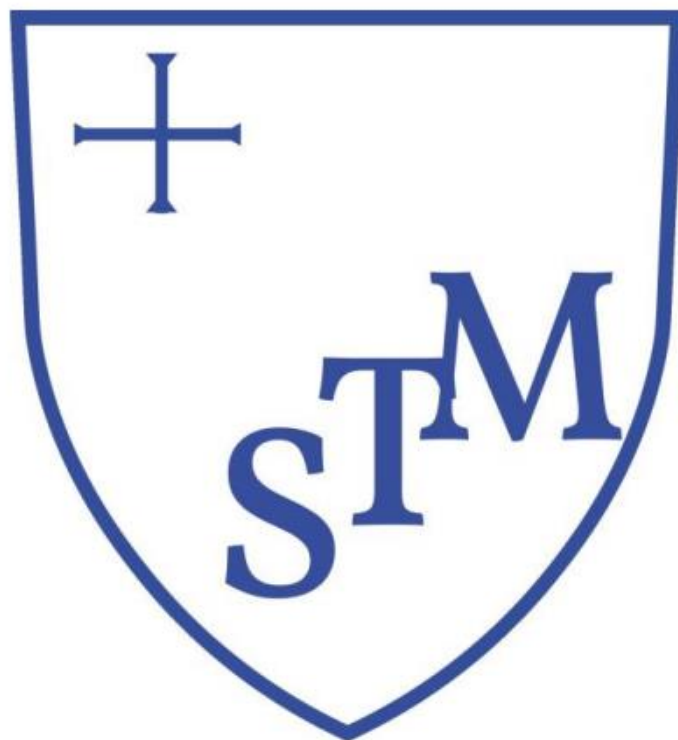


St Martin's C of E Primary School



Marking and Feedback Policy

April 2024
Review 2026

Purpose

“...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student.” – Dylan Wiliam

The impact that feedback should have is that a child understands a concept better after intervention. It should raise their aspirations to achieve and also encourage pride in their work. It should help inform teachers' next steps.

Principles

Feedback alone is useless; a child must **use** the feedback to improve. These are the key principles of feedback:

The vast majority of feedback happens at the point of misconception, identified through continual checking for understanding activities. Feedback may involve live marking for individuals or remodelling where there is a common misunderstanding.

Most written feedback happens in the lesson through live marking. Written feedback after the lesson has significantly reduced impact.

Feedback is specific and focussed. Specific, small improvements will lead to long-term progress.

The benefits of feedback outweigh the time cost.

The emphasis is on the children to take responsibility for improving their work - with guidance from the teacher - not for the teacher to improve it for them.

What does feedback look like?

Without frequent checks for understanding, the teacher cannot know what the child understands and therefore cannot give effective feedback. Therefore, the children frequently having the chance to respond to 'check for understanding' questions is a prerequisite to effective feedback.

When marking after the lesson, work should be acknowledged and **careless** errors identified to be corrected (see codes in appendix). This should be limited to 2 or 3 corrections. Any more should involve redoing the work. However, the aim is to pick this up during the lesson.

Live marking focuses on basic skills or targeted children, who may have misconceptions to address. This involves modelling ideas and annotating their work **during the lesson** so that intervention is given at the point of misconception. This is an opportunity to give **individual feedback**.

No recordings are made of 'verbal feedback'. The progress the child makes over time will be evidence enough of the feedback received.

Where appropriate, hinge point questions (see appendix) are used – a diagnostic question that checks for understanding and highlights misconceptions that can then be immediately addressed. These can also be used at any point in the lesson as part of 'checking for understanding' activities.

The following lesson starts with **group feedback** - a carefully planned review of the learning:

- High quality pieces of work are shown on the visualiser (1-2 pieces) to exemplify excellence. These should all be aspirational examples.

- Highly specific praise and next steps are given on an individual basis through 'rollcall'.
- Where needed, there is reteaching around common misconceptions and children are given time to attempt a gap task to improve or deepen their understanding.
- Children should use the feedback to attempt a task or improve their work (often through redrafting). This is not wasted time – **we will be improving the students, not just correcting their work**

Remember, re-teaching the same content in the same way will likely get the same results. Teachers will consider what they need to do differently.

Marking books

Marking codes (see appendix) are used appropriately, to point out positives and to address careless errors including SPAG or calculation errors. Teacher's Professional judgement is used to decide what constitutes a careless error.

Time is allocated so the child can redo the error(s). If the error is not careless then the child will not be able to redo it; it will need reteaching.

Acknowledgement will be through a tick, there are no written comments.

Where work is not to the standard expected, it will not be marked until it has been completed satisfactorily. We must respect the children enough to have high expectations for them and not to accept anything below their best.

Peer and self-assessment

These skills are **taught** and carefully structured in order to be effective. Success criteria and exemplars should be used to help guide children.

There is nothing wrong with children marking their own work – in fact, research suggests that this can create a greater clarity of where misunderstandings lie.

Children should use neat, small ticks and respect one another's books when writing in them.

It is important that when work is self- or peer-marked, the teacher still acknowledges the work so that they can identify common misconceptions.

How will we know that our feedback is effective?

Children's errors/misconceptions, particularly in basic skills, are identified and they stop making them over time.

Redrafts, editing and gap tasks show an understanding of the previous lesson's concept.

Books with live marking show timely intervention; misconceptions and basic skills are addressed.

Work shows progress over time – the child is clearly getting better. This can be seen through greater success in reasoning in maths, more precision and control in writing and an improved comprehension in independent reading work

Where children self-mark, there is an opportunity to address errors.

There are high expectations in books, particularly evident through children redoing work that is not to the appropriate standard.

Appendix A – examples of hinge point questions

Which homophone would you use to complete this sentence?

_____ are many children in the park.

A they're B their C there D thier

Which fraction is the smallest?

A $\frac{1}{3}$ B $\frac{1}{4}$ C $\frac{3}{2}$ D $\frac{5}{12}$

Which is the correct spelling?

A definitely B definatly C deffinately D defintly

If it takes $\frac{5}{6}$ litres of water to cook 4 kg of rice, how much water would you need for 1 kg of rice?

A $\frac{5}{24}$ B $\frac{24}{5}$ C $\frac{30}{4}$ D $\frac{20}{6}$

Where has a semi-colon been used correctly?

A The boy cried; the woman left the room. B The door opened; and the man appeared.

C I went to shop and brought eggs, milk and butter. D Even though the dog barked; the burglar entered the house.

25% of a number is 8.

What is the original number?

A. 2 B. 32 C. 33 D. 40

Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

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Appendix B – Marking Colours

Green	Grown-up pen – an adult has marked this work
Red	Redo pen – where a child has corrected / redone their work.
Purple	Peer pen – a peer has supported the assessment and feedback
Pen / pencil	Self-assessment is done in the child's usual pen or pencil.

Marking Codes For adult, peer and self- assessment

Where a response is either right or wrong -all answers are marked with a tick or a dot. If there are lots of careless errors, consider whether the work should continue to be marked or redone.

Where a response is part of a longer piece of writing You should use codes sparingly – too many and the child will not have time to address them.

Code	Explanation
	Redo this question (careless errors)
	Correct answer – self (pen or pencil) / peer assessment (purple)
	Incorrect answer – self (pen or pencil) / peer assessment (purple)
	Any correction completed as a result, will be completed in red (as a redo) Check this bit of the calculation
P	Check the punctuation in this section – add in the punctuation mark that is wrong eg: P, or P. You may choose to underline, or to bracket several lines or a paragraph
Sp	Check the spelling in this section, the word is underlined. Focus on high frequency or words related to the subject that they should know.
G	Check the grammar in this section and check that it makes sense. You may choose to underline, or to bracket several lines or a paragraph.

