



Tea
Wragg
MULTI-ACADEMY
Trust

Marking and Feedback

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WHIPTON BARTON FEDERATION POLICY

VERSION CONTROL SHEET

POLICY NAME: Marking and Feedback

Policy Prepared by:

Document date	Filename	Meeting submitted	Summary of changes required
September 2022	Marking and Feedback Policy		New Policy
September 2023	Marking and Feedback Policy		No Changes
September 2024	Marking and Feedback Policy		Our Approach to Marking Live Marking Editing and Revising

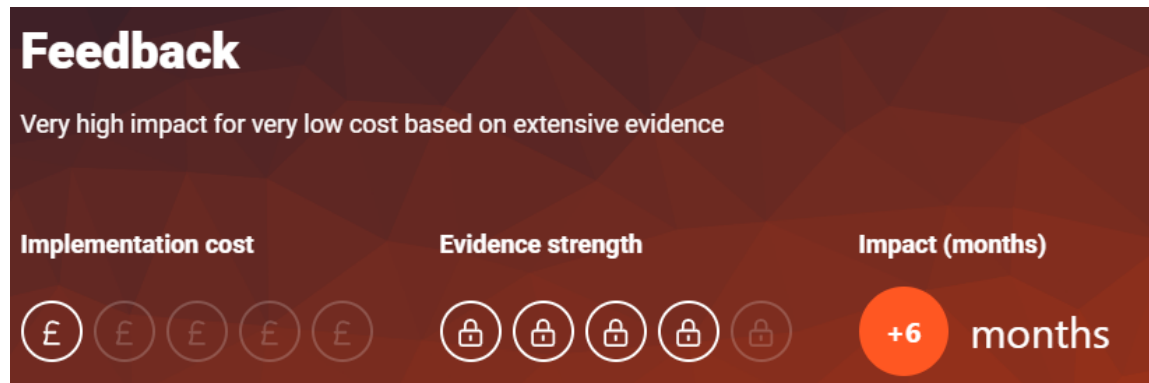
Our Mission

We believe feedback and marking should be a cyclical process, which provides constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired attainment. To produce this policy, we have taken into account the recommendations from the 'Teacher Feedback to Improve Pupil Learning Guidance Report' from the Education Endowment Foundation, June 2021.

Principles			Methods		Implementation
1 Lay the foundations for effective feedback  <ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	2 Deliver appropriately timed feedback that focuses on moving learning forward  <ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	3 Plan for how pupils will receive and use feedback  <ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	4 Carefully consider how to use purposeful, and time-efficient, written feedback  <ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	5 Carefully consider how to use purposeful verbal feedback  <ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed. 	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback  <ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.
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Marking and Feedback

Marking and feedback is a vital part of assessing pupils' progress and attainment and when done correctly, it can result in accelerated progress of up to 6 months (Education Endowment Foundation).



What is it?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see [Peer tutoring](#)).

Because marking must fulfil desired outcomes for assessment of pupil performance, it is necessary to have a school agreement on how this takes place. Our philosophy is that feedback should ensure that pupils know what they are doing well and their next steps to improvement.

Children are encouraged to develop fluency and master elements of the curriculum in a deep and meaningful way. It should also be noted that at Whipton Barton Federation, we use 'learning' instead of 'work', when describing children's outcomes. This promotes the concept of lifelong learning that should not be a chore.

What is feedback?

Feedback is the term used to describe an activity in which a pupil engages in discussion (either orally or written) about the strengths, weaknesses and learning points, thus reflecting on the process as well as the outcomes. It is expected that adults will always give verbal feedback to the children during live marking in the lesson and this does not need to be noted in books through the use of a code.

Our key principles for feedback

- 🌀 The sole focus of feedback should be to further children's learning.
- 🌀 Feedback should empower children to take responsibility for improving their own learning; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- 🌀 Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. This is because post-teach interventions will ensure that this is not required.
- 🌀 Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- 🌀 Post-teach interventions will help to ensure that children are ready for their next lesson if required.
- 🌀 Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

What is marking?

Marking is the written form of feedback, in which school agreed systems and symbols are used in order to maximise impact.

Our Principles for marking and feedback

Marking and feedback should:

- 🌀 Relate to learning objectives, which are shared with the children.
- 🌀 Provide children with opportunities to become aware of and reflect on their learning needs.
- 🌀 Provide recognition and appropriate praise for achievement.
- 🌀 Give clear strategies for improvement.

- 🌀 Allow specific time for children to read, reflect and respond to feedback.
- 🌀 Involve children in the process (whether oral or written).
- 🌀 Inform future planning.
- 🌀 Use consistent codes throughout the school.
- 🌀 Encourage and teach children to self-mark, wherever possible.
- 🌀 Ultimately be seen by children as positive in improving their learning.

Our Approach to 'Marking'

Live Marking

Feedback must be regular for all children in order to ensure sustained progress; therefore, all teachers must give time to this vital part of assessment for learning. Finding time for marking can be challenging and long written dialogue is unnecessary, and often unhelpful. Therefore, there is no expectation for written comments. Furthermore, once children know the marking symbols, Immediate verbal feedback is deemed to have greater impact on all pupils with a particular emphasis on disadvantaged pupils and lower prior attainers (EEF, 2021). Sustainability and workload are also key considerations. Live marking is the preferred style of feedback and marking at Whipton Barton Federation.

Live feedback within a lesson:

- 🌀 Live marking allows a teacher to check that each child has the correct level of challenge; misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- 🌀 Teachers have a proactive and strategic approach to live marking to ensure that learning is maximised for all children.
- 🌀 All classroom-based staff use the marking and feedback policy to enable children to progress with their learning.
- 🌀 Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- 🌀 It is expected that verbal feedback has been given, therefore no code is used to evidence this in the children's books.

Marking against the Learning Objective:

- 🌀 Every piece of learning will have a date and a Learning Objective at the top of it.
- 🌀 Teachers will indicate whether a child has achieved the Learning Objective by ticking or circling the Learning Objective.

- 🌀 Pink = achieved



E.g. LO: To order and compare numbers up to 1,000.

- 🌀 Green = not achieved yet and more support is needed

E.g. (LO): To order and compare numbers up to 1,000.

- ☞ If and when a Learning Objective has not been achieved yet, the child will take part in a post-teaching intervention to address any misconceptions and the intervention will support the child in achieving the Learning Objective so that they are ready for the next small step in the learning sequence. These post-teaching interventions could be 1:1 or in a small group setting.
- ☞ Post-teaching interventions will be clearly titled (PT) in the books after lesson.
- ☞ If it is an issue that is representative of the majority of the class, then this will be explored under a visualiser at the start of the next lesson.
- ☞ Using a pink pen, adults will indicate where the Learning Objective has been achieved in the piece of work.

For example, in a Maths lesson, correct calculations will be ticked using a pink pen.

In an English lesson exploring expanded noun phrases, the teacher might underline expanded noun phrases in the child's writing.

- ☞ Using a green pen, adults will indicate where the Learning Objective has not been achieved in the piece of work yet.
- For example, in a Maths lesson, incorrect calculations will have a dot marked next to them using a green pen. This will indicate to the child that this needs to be looked at again.

In an English lesson exploring expanded noun phrases, the teacher might underline a noun where an opportunity to use an expanded noun phrase has been missed or where they might need to re-consider the word choice.

Secretarial Marking

- ☞ We use the symbols below to show the children that there are other elements of their learning (that are not directly linked to the Learning Objective) that need to be edited.
- ☞ Secretarial marking includes: spelling, punctuation, capital letters, handwriting and letter/number reversals.
- ☞ All secretarial marking is written by adults in green pen.
- ☞ All responses to secretarial marking are written by children in purple pen.
- ☞ In all books, basic secretarial markings should be evident based on the literacy and numeracy attainment of each individual pupil. For example; spelling of keywords appropriate to the child's attainment level should be corrected where necessary and capital letters/full stops should be amended.

Editing and Revising

Editing and revising are crucial to promote the progress of children's learning and personal growth because:

- ☞ It teaches students how to refine their work, recognise mistakes, and improve clarity, fostering better reading comprehension and writing accuracy.
- ☞ It involves reviewing and evaluating their work, teaching children to approach problems analytically and make decisions to improve their writing.

- It improves the effectiveness of communication by teaching children to organise their thoughts better and convey their messages in a clearer, more concise manner.
- It helps them gain confidence by showing them that improvement is part of the process. As they see their work evolve, they understand that their skills can improve with practice.
- It instils the importance of reviewing and refining work, which helps students develop patience and a keen eye for detail.

Editing and revising skills are essential for future academic success. As children progress through school, they will write essays, reports, and other types of written outcomes that require both writing and editing skills. Mastering these skills early on gives them a solid foundation for future learning.

Our approach to Editing and Revising:

- In all writing, time is built into the teaching sequences to enable opportunities for children to edit and revise their work effectively.
- Teachers use the visualiser at any point in the lesson to model editing and revising using children's work.
- Teachers explicitly model the editing process at various points in the sequence and in all subjects.
- For the end of unit English outcomes, KS2 children draft their writing on the left-hand side page and edit and revise using the page on the right.
- End of unit English Outcomes are written up neatly following editing and revising to promote a sense of accomplishment.

Indicating adult support

- If a child has been supported by either Teacher or Teaching Assistant to complete the learning, then a circled 'S' will be written at the top of the page next to the Learning Objective.

E.g. (S)

Recording children's dialogue


- When quoting children directly, this should be written on a speech bubble post-it note.
- All classroom-based staff should always have a pack of speech bubble post-it notes during lesson inputs.



Rewarding children's learning

- Teachers praise children as much as possible, especially if they have achieved their Learning Objective or put in maximum effort.

- To give a child a Dojo as a reward, please put: x__ DJ into their books at the bottom of the piece of learning.
- If the learning is worthy of a Headteacher's Award, 'HA' would be written in the child's book and the child can visit the Headteacher with their piece of learning.

Symbol	Meaning
_____ x5	Letter or number reversals- write in the correct way for children to copy.
sp	Spelling – either in the margin or next to the underlined word, as appropriate.
C	Capital letter missing – either in the margin or next to the underlined word, as appropriate.
H	Handwriting – a child may need to re-write a phrase or sentence. Teacher can indicate which section by underlining with the purple pen.
○	Punctuation missing – this could be in the margin with the missing punctuation indicated e.g. (?) Age appropriate – a circle could be drawn in the space where the punctuation should be for the child to fill in.
	EYFS / KS1 Finger space prompt
/	Spaces needed between words
//	New paragraph needed
ST	Supply Teacher