



Marking and Feedback Policy

1 Introduction

Feedback is one of the most powerful influences on learning and achievement. Therefore, at Goodmayes Primary School providing effective feedback and marking to pupils is an essential part of teaching and learning.

2 Aims

We mark pupil's work and offer feedback in order to:

- gauge their understanding, and identify any misconceptions;
- give them a clear picture of what they have achieved and their next steps;
- communicate high expectations and provide challenge;
- provide ongoing assessment that informs our future lesson-planning;
- address gaps in pupils' learning;
- guide pupils to recognise what they can do to improve their work through self-assessment;
- engage pupils in the process of self-improvement
- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- provide a basis both for summative and formative assessment;

3 Principles and expectations for marking and feedback

- The most effective feedback is given when learning is taking place. It addresses key misconceptions, learning difficulties and the need for further challenge so that the pupil makes swift progress within the lesson.
- Our marking systems provide positive, motivating and constructive feedback including positive recognition when pupils challenge themselves by taking risks. Pupils are given information about what they have done well and need to do to improve.
- Marking relates to the Learning Objective (LO/WALT) and Success Criteria SC/WILF)
- Comments are appropriate to the age, ability and the individual needs of the pupils.
- Comments are clear, brief and only focus on one or two key areas for improvement. This makes pupils' response and improvement more manageable.
- Through self-assessment, such as checking their work against the LO and success criteria (where appropriate) we promote independent learning. This helps pupils to form judgments about their own work and enable pupils to provide feedback to the teachers.

- Pupils self-assessment and peer marking is reviewed by the teacher to ensure accuracy
- Whenever possible, marking and feedback involves the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking by supply staff informs the class teacher about a pupil's level of independence, during a task as well as their understanding and ability to achieve objectives.
- Dedicated time must be given within lessons for pupils to respond to marking and feedback given by the teacher.
- Errors that are made by many pupils are not the subject of individual comments, but are addressed in planning.
- Teachers will comment on spelling and grammar in the following cases:
 - if spellings and grammar were part of the lesson focus
 - if it is a spelling that all pupils should know
 - if it is appropriate in extending the pupil's learning
 - in work across the curriculum
- Adults written comments in books model neat legible handwriting

4 Monitoring and review

Marking and feedback will be monitored termly by the Senior Leadership Team and Phase Group Leaders and will form part of our termly monitoring cycle.

This policy will be reviewed biennially, to ensure it is kept in line with any curriculum changes that take place within school or externally.

Date Agreed: Spring Term 2022

To be Reviewed: Spring Term 2024



Marking and Feedback Strategies and Symbols Early Years Foundation Stage

The following procedures for marking and feedback form the minimum requirements for Nursery and Reception.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

Practitioners in the EYFS gather a wide range of evidence for each child's learning journey across the seven areas of learning. This evidence includes observations made of pupils, linked to statements set out in the Development Matters document, across the different areas of learning. Practitioners access this document via electronic tablets (ipads). Evidence that is gathered in pupil's books is marked using the codes below.

- **I** Independent work
- **WTS** With Teacher Support
- **F** Planned Focus activity
*Include code within the title of the observation
- **NS – Next Steps** - To be used for focus activities led by an adult.
*Include in the content of observation when needed
- **Learning objective marked with a √** - ticked by teacher to show if learning objective has been achieved.
*Only in literacy books
- Teachers/ TAs (including supply) will use black/blue pen (Supply teacher to use initials)



Marking and Feedback Strategies and Symbols

Lower Phase

The following procedures for marking and feedback form the minimum requirements for Years 1 and 2.

Pupils must be given time to read (or be read to) and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) – **red** pen (Supply & TAs to initial)
- Pupil response/ Peer marking - **purple** pen

Lower Phase

Daily Marking		
Code	Meaning	Additional information
I	Independent work	Write code next to/ on WALT label
T/TA	Teacher/ Teaching Assistant support given	A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. <i>TA assisted – oral rehearsal, sentence construction.</i>
WALT Labels		Teachers provide pupils with WALT stickers daily, for ALL subjects that must be stuck in pupils’ books
√√	WALT met	
√	WALT <u>partially</u> met	
—	WALT not met	Teacher must write a comment highlighting what steps the child needs to take to meet WALT
√	Each calculation needs to be ticked in Maths	
Weekly Marking (in addition to everything listed above)		
Teachers comments	To be used for written work in <u>all subjects</u> , focused on a build-up of skills. One piece of work, per subject (weekly)	
*	Positive comment	One positive comment linked to the WALT
→	Now try	One comment related to what the child must do next: <ul style="list-style-type: none">• If LO is not met, comment on how to fully meet this or• corrections or• Challenge/ reasoning activity
OF	Oral feedback	State what this was linked to e.g. OF - use of tenses
SP	Spelling Correction	Code to be put in the margin and corrected with support if necessary.
P	Punctuation Correction	Code to be put in the margin and corrected with support if necessary.



Marking and Feedback Strategies and Symbols

Middle Phase

The following procedures for marking and feedback form the minimum requirements for Years 3 and 4.

Pupils must be given time to read and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) – **red** pen (Supply & TAs to initial)
- Pupil response/ Peer marking - **purple** pen

Middle Phase

Daily Marking		
Code	Meaning	Additional information
I	Independent work	Write code next to LO
T/TA	Teacher/ Teaching Assistant support given	A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. <i>TA assisted – oral rehearsal, sentence construction.</i>
Learning Objective (LO)/ Success Criteria		Teachers provide pupils with daily LO, for ALL subjects that must be written in pupils’ books
√√	WALT met	
√	WALT <u>partially met</u>	
—	LO not met	Teacher must write a comment highlighting what steps the pupil needs to take to meet LO
√	Each calculation needs to be ticked in Maths	
Weekly Marking (in addition to everything listed above)		
Teachers comments	To be used for written work in <u>all subjects</u> , focused on a build-up of skills. One piece of work, per subject (weekly)	
*	Positive comment	One positive comment linked to the WALT
→	Now try	One comment related to what the pupil must do next. <ul style="list-style-type: none">• If LO is not met, comment on how to fully meet this or• corrections or• Challenge/ reasoning activity
OF	Oral feedback	State what this was linked to e.g. OF - use of tenses
PA	Peer Marking	Must be checked and ticked by the teacher Once a week maximum
SP	Spelling Correction	Code to be put in the margin. Pupils to identify and correct error
PC	Pupil Conferencing	To be done with the pupil during the lesson. Code to be put in the margin



Marking and Feedback Strategies and Symbols Upper Phase

The following procedures for marking and feedback form the minimum requirements for Years 5 and 6.

Pupils must be given time to read and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) – **red** pen (Supply & TAs to initial)
- Pupil response/ Peer marking - **purple** pen

Upper Phase

Daily Marking		
Code	Meaning	Additional information
T/TA	Teacher/ Teaching Assistant support given	A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. <i>TA assisted – oral rehearsal, sentence construction.</i>
Learning Objective (LO)/ Success Criteria		Teachers provide pupils with daily LO, for ALL subjects that must be written in pupils' books
√√	WALT met	
√	WALT partially met	
—	LO not met	Teacher must write a comment highlighting what steps the pupil needs to take to meet LO
√	Each calculation needs to be ticked in Maths	
Weekly Marking (in addition to everything listed above)		
Teachers comments	To be used for written work in <u>all</u> subjects, focused on a build-up of skills. One piece of work, per subject (weekly)	
*	Positive comment	One positive comment linked to the WALT
→	Now try	One comment related to what the pupil must do next. <ul style="list-style-type: none"> If LO is not met, comment on how to fully meet this or corrections or Challenge/ reasoning activity
OF	Oral feedback	State what this was linked to e.g. OF - use of tenses
PA	Peer Marking	Must be checked and ticked by the teacher Once a week maximum
SP	Spelling Correction	Code to be put in the margin. Pupils to identify and correct error
PC	Pupil Conferencing	To be done with the pupil during the lesson. Code to be put in the margin
P	Punctuation	Code to be put in the margin. Pupils to identify and correct error
G	Grammar	Code to be put in the margin. Pupils to identify and correct error