



Marking and Feedback Policy

Date ratified	January 2021
Committee Responsible for Policy	Standards, Teaching and Learning
Date to be updated	January 2022
Headteacher Signature	
Chair of Governors/ Committee Signature	

Introduction

At Holy Trinity Primary School, we believe that all children are entitled to regular and comprehensive feedback on their learning and that the sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar). Comments will be made verbally or in written form to communicate a message and we will provide children with guidance on how to improve their work and progress in their learning. Time for feedback to be read by children and corrections to be attempted will be allocated during the week.

'Many schools written feedback has become disproportionately valued and unnecessarily burdensome. This is not to say that all marking should be eliminated, but it should be proportionate and the quantity of feedback should not be confused with the quality.' (Independent Teacher Workload Review Group March 2016) It is important to us that we strike the right balance for pupils and teachers in regards to marking and feedback in order to optimise learning. We referred to the outcomes of the 'Teacher Workload Survey 2016' as part of the DfE initiative to reduce school workload and also the Education Endowment Foundation's Marking Review, 'A Marked Improvement?' to develop our marking and feedback system.

I. Principles of Marking and Feedback

- To recognise, encourage and reward children for their effort and achievement.
- To provide a dialogue between teacher and learners and provide clear appropriate feedback of strengths and weaknesses in their work.
- To indicate how a piece of work could be corrected or improved against success criteria.
- To help children be aware of standards needed to progress.
- To target children who need challenging or intervention to support.
- To aid and inform curriculum planning and to provide evidence for assessments. Marking should be positive, clear and appropriate. It needs to offer positive benefits to staff and children and outcomes need to be fed back into planning.
- To relate to the learning objective and success criteria (using success criteria grids – fortnightly for extended writing).
- To form the basis of a discussion between child and teacher.
- To provide guidance to children on how to achieve their next steps in learning.

2. How Feedback looks at Holy Trinity

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant (TA) e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; learning walks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to practise skills or knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; learning walks; book looks.

3. How Marking looks at Holy Trinity

- A deep mark is undertaken fortnightly of an extended piece of writing against appropriate success criteria in Years 1 to 6.
- Writing and Maths work is light marked daily and at times this may be done during the lesson with the children.
- All other subjects are marked regularly.
- Marking must be legible, concise and clear in meaning. It should be developmental i.e. children will find out how they are getting on and what the next step will be. It should also acknowledge success and identify the next step forward.
- Marking codes should be consistently used across Key Stages.
- Expectation of marking of homework is that this will be a light touch.
- It is an expectation that cover/supply teachers mark the work of the lessons they teach and this will be stamped 'marked by supply' or a 'circled s' will be written.

4. Marking Methods

The following describes how we mark children's work in each of the Key Stages/Phases:

4.1 Foundation Stage

- Feedback and guidance in all subjects will be given to each child in the form of verbal feedback.
- When suitable, written feedback will be in green pen.
- It will be recorded on the children's work the level of input/support – independent work, adult support, teacher assisted.
- Next steps will be shared with each child verbally as well as recorded for the teacher's reference.
- Key words and vocabulary will be corrected with each child. Children will be given an immediate practise task following the activity e.g. if struggling with formation of a letter or a particular word.

4.2 Key Stage 1

- All marking will be done in green and reflect the learning objective (LO).
- A tick next to the LO in Maths books signifies the child met the LO.
- Marking will provide guidance to children on how to improve and make the next steps in their learning (including comments linked to presentation).
- TAs may mark group work which they will initial. This is then acknowledged by teacher.
- Personalised written comments will be given where appropriate.
- Some spelling mistakes may be underlined where appropriate (signalling a need to edit).
- Stamps will be used to show child's level of input/support – independent work, adult support, teacher assisted.

- Green is used to identify positives within work and pink to identify things for the children to think about and/or their next steps. The expectation is that this is used at least for the marking of extended writing in English where marking is against the success criteria.
- Teachers have a whole class mark book for Maths where they record their findings from the light marking of books, e.g. those who need extending, those who need further support, etc.

4.3 Key Stage 2

- All marking will be done in green and reflect the L.O.
- A tick next to the LO in Maths books signifies the child met the LO
- Marking and Feedback will provide guidance to children on how to improve and make the next steps in their learning (including comments linked to presentation).
- TAs may mark group work which they will initial. This is then acknowledged by teacher.
- Stamps will be used to show child's level of input/support – independent work, adult support, teacher assisted (Independent work only signalled in work if children would usually work with support).
- Some spelling mistakes may be underlined where appropriate (signalling a need to edit).
- Green is used to identify positives within work and pink to identify things for the children to think about and/or their next steps. The expectation is that this is used at least for the marking of extended writing in English where marking is against the success criteria.
- Children will be given time to reflect on feedback given and respond in purple pen when necessary.
- Teachers have a whole class mark book for Maths where they record their findings from the light marking of books, e.g. those who need extending, those who need further support, etc.

5. Consistency of Marking

Through termly moderation sessions, 'books looks' carried out by the Senior Leadership Team and half termly monitoring carried out by Phase Leaders, we can ensure there is consistency of marking and feedback across the school and provide teachers with relevant feedback.

6. Monitoring arrangements

This policy will be reviewed annually by the Deputy Headteacher.

7. Linked Policies

- Teaching and Learning
- Remote Learning