



Homerswood Primary School and Nursery School

MARKING and FEEDBACK POLICY October 2024

RATIONALE

Marking and providing instant feedback are essential parts of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments, acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

At Homerswood, teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of our feedback will also be verbal or instant feedback. A great deal of verbal praise is given across the Key Stages. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

AIMS OF THE MARKING OF MARKING & FEEDBACK

- To provide opportunities to give praise and encouragement and to show we value the children's work.
- To motivate children, fostering their desire to produce high quality work and make progress.
- To develop their level of independence in assessing their own work
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.

- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- To help children to improve their work through the setting of challenging, but achievable targets.
- To inform the next steps of planning.
- To provide a record of past interactions for outside audiences.

Good marking and feedback occurs when it:

- Clearly relates to the aims of the lesson
- Is meaningful for the individual child
- Is positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child.
- Includes comments that relate to the planned learning objectives and/or Success Criteria, recognition of children's achievements and indication of the next steps in their learning

Feedback and marking in practice:

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching within the course of the lesson, including mini whiteboards, bookwork, etc.</p> <ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups • Always given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Book Looks
Summary	<p>Takes place at the end of a lesson or activity</p> <ul style="list-style-type: none"> • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game, and where appropriate visualisers are used 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self and peer-assessment
Feedforward: 'the next step is the next lesson'	<ul style="list-style-type: none"> • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work. • Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings • Targets and pupil conferencing (See pupil conferencing policy) 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in green pen
Summative	<ul style="list-style-type: none"> • 'Check it' activities • End of unit or term tests or quizzes • ENGLISH/WRITING: TAF documents used for extending writing lessons at the end of the unit for diagnostic marking • READING: Headstart reading tests termly and recorded on Arbor • MATHS: Conferencing (See pupil conferencing policy) 	<ul style="list-style-type: none"> • Check it activities in books • Quiz and test results

Guidance for teachers:

English

Proof-reading and editing in writing lessons

Most writing sessions will be followed up with an editing session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

English Marking

Verbal feedback	VF
Supported by Teacher	ST
Supported by TA	SS
Paragraph	//
Inset word/words	^
Spelling correction	
Independent	

COLOUR CODES- FOR ALL WORK

Across the school staff will mark/ edit in specific colours:

- **Green** (or a contrasting colour in KS2)- Teacher/TA
- **Purple**- Pupils

RAINBOW SENTENCES- ARE WRITTEN IN 2 COLOURS

- **BLUE**
- **BLACK**

MARKING AND FEEDBACK IN THE EARLY YEARS FOUNDATION STAGE

In the Foundation Stage, marking and feedback strategies include:

- Verbal Feedback
- Stickers and other Reward Systems
- Written annotations, short observations
- Annotation of work and photographs by staff

ENGLISH MARKING IN KEY STAGE ONE and TWO

English marking and feedback strategies include:

- Verbal Feedback
- Use of agreed Marking Symbols
- Annotation of work and photographs by staff
- TAF used for English for extended writing in Yr 1 and 2.
- For longer pieces of independent writing, teachers must limit the amount of support given. Children must be encouraged to read and edit their work.
- All other work must be reviewed and acknowledged.
- Children offering simple feedback to writing peer partners - verbally.
- Year 6/ Year 2 English marking to also follow expectations necessary for KS1 and 2 moderation

MATHS MARKING

All work must be reviewed daily and acknowledged including where photographic evidence is used following concrete learning or practical investigations.

Where there are mistakes or misconceptions, one or more of the following should be used :-

- Adult modelling
- Adult explanation of mistake made
- Maths vocabulary needs to be spelt correctly and modelled if specific vocabulary has not been used.
- Stickers at the end of the unit
- Children marking work with their maths partner
- Pupil pens marking from children.

SCIENCE AND FOUNDATION SUBJECTS

The Class Teacher will provide Instant Feedback during the lesson and any work must be acknowledged in books. Marking should relate to key vocabulary, knowledge and skills. Age appropriate spellings must be corrected (up to 3).

- ✓ all work be dated and STEP written
- ✓ work be recorded for each lesson in books e.g; photo, poster etc
- ✓ Knowledge organisers in books at the start of every unit

SPELLING AND GRAMMAR

- Pupils should be given the opportunity to self-correct the incorrect spellings
- All pupils should be encouraged to use word mats/ dictionaries etc.

MONITORING AND EVALUATING THIS POLICY

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT and Subject Leaders, with written and verbal feedback given to individual members of staff.

Subject leaders will monitor subject specific marking as part of their monitoring role.

PARENTS

Parents have access to the policy via the School website.

They also have the opportunity to review their children's work during parents evening in the Spring and Summer term.