*"I have come so that they may have life and have it to the full."* John 10:10

# Marking & Feedback Policy

# Spring 2025

**Version Control**

**Change Record**

| Date | Author | Version | Reason for Change |
|------|--------|---------|-------------------|
| Autumn 2019 | J Whittaker | 1 | New HT – rewritten policy |
| Spring 2022 | J Whittaker | 2 | Adjusted Summerseat and Epworth logos, vision and values<br>Research recommendations from the Education Endowment Foundation revised to match latest research on effective feedback (*Oct 2021 research now shapes the policy*)<br>Updated the 'feedback in practice' section to include: Extended Learning Opportunities (ELO) and purple polish pens.<br>Removed some of the prescribed marking statements to leave at teacher discretion guided by EEF 3 core principles |
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## Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.



"I have come so that they may have life and have it to the full."
John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.



## Safeguarding Statement

At the Epworth Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## Introduction

This policy gives guidance to staff on the purpose, types and frequency of feedback and marking.

At Summerseat Methodist Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback.

Our policy and practice is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF October 2021, *Six recommendations for using teacher feedback to improve learning*) whose research shows that effective feedback should be based on the following three principles:

1. Lay the foundations for effective feedback
   - 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
   - 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
   - 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.

Alongside the three principles, recommendations four and five consider the methods of feedback:

4. Carefully consider how to use purposeful and time-efficient, written feedback
   - 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
    - 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

Finally, recommendation six considers effective implementation of the approaches:

6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
    - 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.

This policy serves as a guide to staff as to the principles of effective feedback, it also gives staff examples of effective feedback and school expectations. However, in line with the EEF guidance, it is not over prescriptive and trusts teacher discretion in knowing and implementing the principles of effective feedback and selecting the most effective feedback to move learning on, with CPD to enable staff to do this effectively. However, there is an expectation within school that children know their work has been seen, assessed, valued and acknowledged by their teacher and one part of this is written marking.

We aim to ensure all pupils have their work marked effectively and consistently across school in an age appropriate manner. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. However, this can often be achieved without extensive written dialogue or comments.

### **Feedback in Practice**

- The focus of feedback and marking should always be to further children's learning

- 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.
- Written comments should be used mainly where they are accessible to students according to age and ability.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms
- Feedback is part of the school's wider assessment processes in the classroom which aim to provide an appropriate level of challenges to pupils in lessons, allowing them to make good progress
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books in some way.
- Children will be asked to be active participants in the feedback loop through use of:
  - Purple Polish Pens (*self-editing*) errors following verbal feedback or correcting errors within their own capabilities.
  - Extended Learning Opportunities (ELOs) will be used as an opportunity for children to rehearse and have an opportunity to put feedback into practice where an error is observed. This could be for a group or individuals. (e.g. if a child has missed capital letters for names and this is something they have experience of, they may be asked to complete a short SPaG ELO.)
  - 'Take – up' of verbal and written feedback in future learning. Staff will specifically look for this and focus future feedback on this.
- Opportunities for review feedback is timetabled into the day and valued through use of 'start of day' and 'afternoon register' tasks when it hasn't been able to be given within lessons.

**Types of Feedback that may be used include:**

- Verbal Feedback
- Immediate / on the spot feedback (verbal or written using the marking code)
- Written Feedback
- Distance marking
- Self-assessment and evaluation
- Peer-assessment and evaluation

Feedback occurs at one of three 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. Review feedback – away from the point of teaching (including written comments)

As a school, we utilise a variety of approaches but do place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback to the teacher to further adapt teaching.

At Summerseat, these practices can be seen in the following ways:

| Summerseat Feedback Practices | | |
|---|---|---|
| **Type** | **What it looks like** | **Evidence** |
| **Immediate** | • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc.<br>• Takes place in lessons with individuals or small groups<br>• Often given verbally to pupils for immediate action<br>• May involve use of a teaching assistant to provide support or further challenge<br>• May re-direct the focus of the teaching or the task<br>• May include highlighting / annotations according to the marking code | • Lesson observations / learning walks<br>• Some evidence of annotations or use of marking code / highlighting |
| **Summary** | • Often takes place at the end of a lesson or activity<br>• Can be in response to what is seen in independent practice within the lesson with a pause and reshaping of a task<br>• Often involves groups or whole classes<br>• Provides an opportunity for evaluation of learning in the lesson<br>• May take form of self or peer assessment against an agreed set of criteria<br>• In some cases, may guide a teacher's further use of review feedback, focusing on an area of need | • Lesson observation / learning walks<br>• Timetabled pre-and – post teaching based on assessment<br>• Some evidence of self and peer assessment<br>• May be reflected in selected focus review feedback (marking) |
| **Review** | • Takes place away from the point of teaching<br>• May involve written comments / annotations for pupils to read / respond to, including ELOs. Will inform timetabled feedback times.<br>• Provides teachers with opportunities for assessment of understanding<br>• Leads to adaptations of future lessons through planning, grouping or adaptation of tasks<br>• May lead to targets being set for pupils' future, or immediate action | • Acknowledgement of work completed<br>• Written comments and appropriate responses / action<br>• Adaptations to teaching sequences when compared to planning<br>• Use of annotations to indicate future groupings |

## **Focus on Marking**

**Aims**

- Marking should be **meaningful**, **manageable** and **motivating.**
- Marking should serve a single purpose –to advance pupil progress and outcomes.

- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Be as positive as possible, and **where necessary** suggest a **NEXT STEP**.
- Don't correct everything; focus especially on the target, objective, or success criteria or 'sloppy mistakes'.

**Purpose of marking**

- To inform the teacher of a child's progress and needs for future planning.
- To provide constructive feedback about current work
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

**When to Mark**

- Marking (or review of work) should take place before the next lesson in that subject. For English and mathematics this will be on a daily basis but for other subjects it could be weekly. A marking key will be used (See Appendix A)
- During the lesson- **Effective marking can happen throughout the lesson**.

**Marking Approaches**

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

In Foundation Stage, review marking will only lead to written comments for those pupils who are able to read and respond independently. Positive comments will be added with the child as well as an immediate target as necessary. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking ode and symbols). Where pupils are unable to read / understand such comments, these are shared verbally with the children at the next appropriate opportunity.

In Key Stage One and Two, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

**Appendix A: Marking Key**

**G** – guided group work

**I** –  independent work

Anyone marking work other than the class teacher must initial the work they have marked.
**Stamps, stickers** and **smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

| Summerseat Methodist Marking Code | |
|---|---|
| **Annotation** | **Meaning** |
| ✓ | Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome (Blue or black) |
| ✓ | Work which demonstrates that a pupil has exceeded an element of success criteria, demonstrated a particular skill or achieved the intended outcome |
|  | Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor work choice; specific error in calculation; poor word choice etc.) |
| sp | Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1, this will be underlined in black and may be accompanied by the correct spelling In KS2, this will be underlined in black with sp in the margin. Pupils in KS2 will ordinarily be expected to find the correct spelling using a dictionary (with support as necessary) |
| / | Finger space |
| // | New paragraph needed here |

| | |
|---|---|
| ^ | Missing word |
| ⭕ (circle on a line) | Incorrect or missing punctuation. Children will be expected to correct this |
| VF | There has been verbal feedback between the child and the adult. |
| I | To identify when a child is able to apply a skill that they have had lots of support with |
| S | To identify where a child has needed some support to answer a question |
| CS | To identify where a child has needed lots of support and guidance to demonstrate a skill |
| Further symbols / codes may be used in a manner which relates directly to success criteria used in the planning of written work, e.g. TV to indicate use of technical vocabulary. | |

*All staff will use this marking key. However, there will be some variance in interpretation within each key stage to support the needs and age of the children.*

**Appendix B:**

**Self & Peer Evaluation Prompts**

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

**I liked ……**

**I learned…**

**I think I will…**

**I never knew…**

**I discovered…**

**I was surprised…**

**I still wonder…**

**I have learnt….**

**Next time I could.....**

**I now know.....**

**I found....... difficult because......**

**I solved....... by......**

**The best example of …… is …….**

**I like the way you......**

**....... is effective because........**

**You could make your work better by …………**

**Have you thought about......**

**If we look at the success criteria we can see.......**

**Next time you could......**

**Peer Marking**

- Partners should be similar ability
- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment

- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)
- Can be compared to good examples already on display and used for learning wall displays
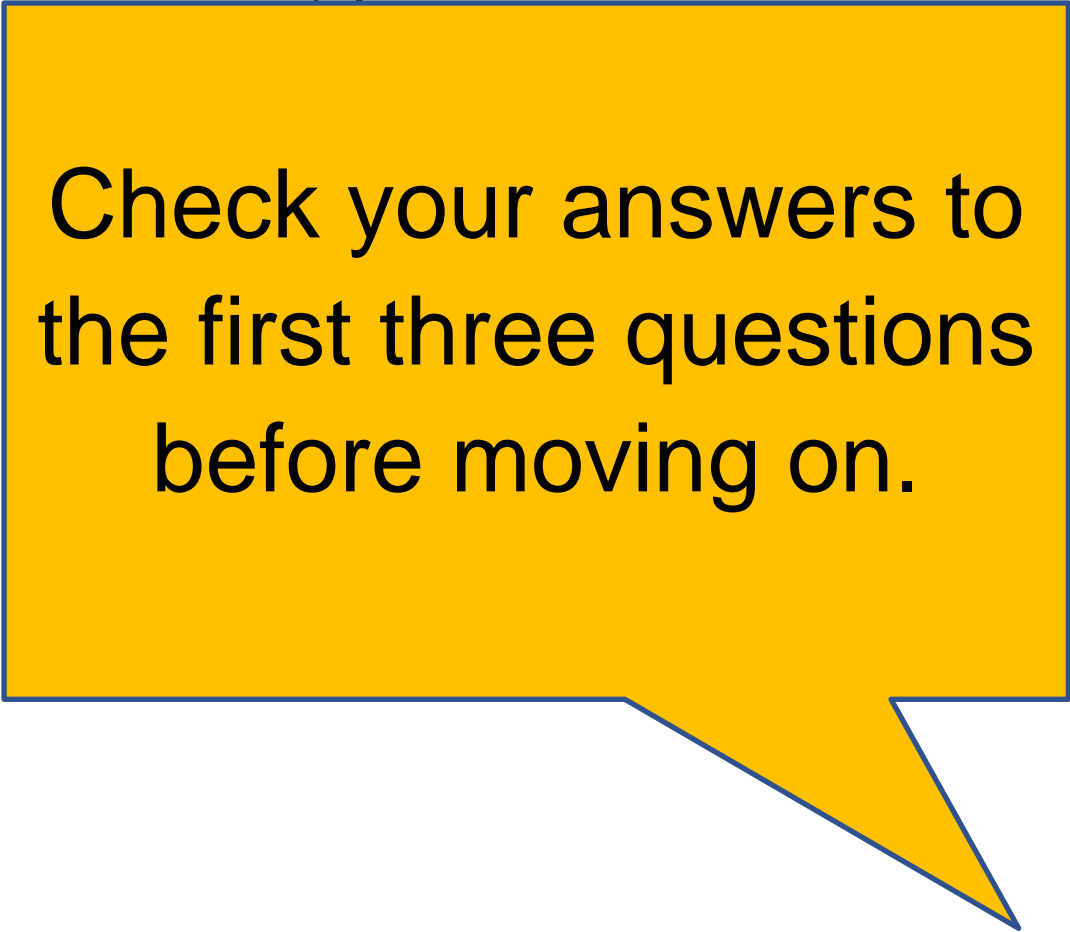
**Peer Marking Agreement**

It would be useful at the start of an academic year to discuss peer marking and what good practise will look like in each class. An agreement could be made and displayed for future reference. See example below:

*Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:*
- **Respect** our partner's work because they have done their best and so their work should be valued
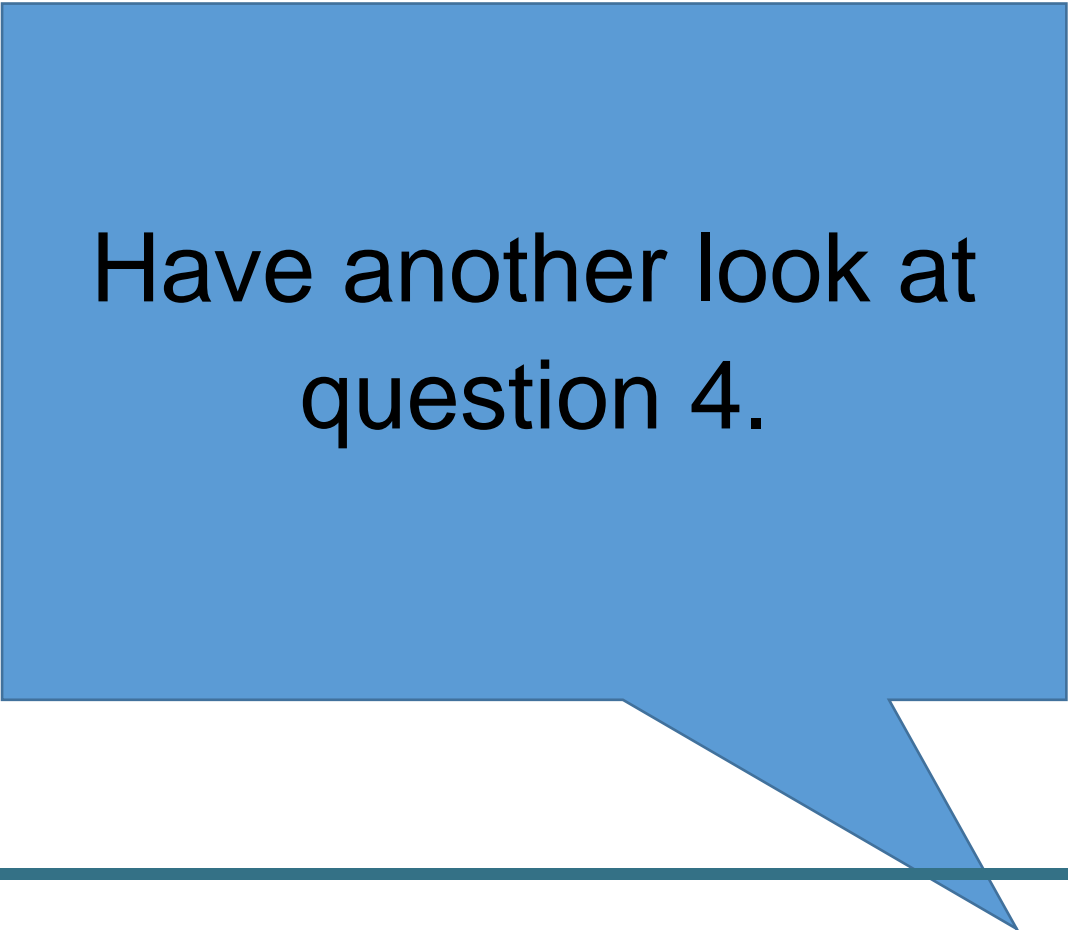
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective

- **Tell** our partner the good things we see in their work.

- **Listen** to our partner's advice because we are trying to help each other do better in our work

- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion

- Try to make our suggestions **positive** and as **clear** as possible.

- Get our partner to **talk** about what they tried to achieve in their work.

- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.
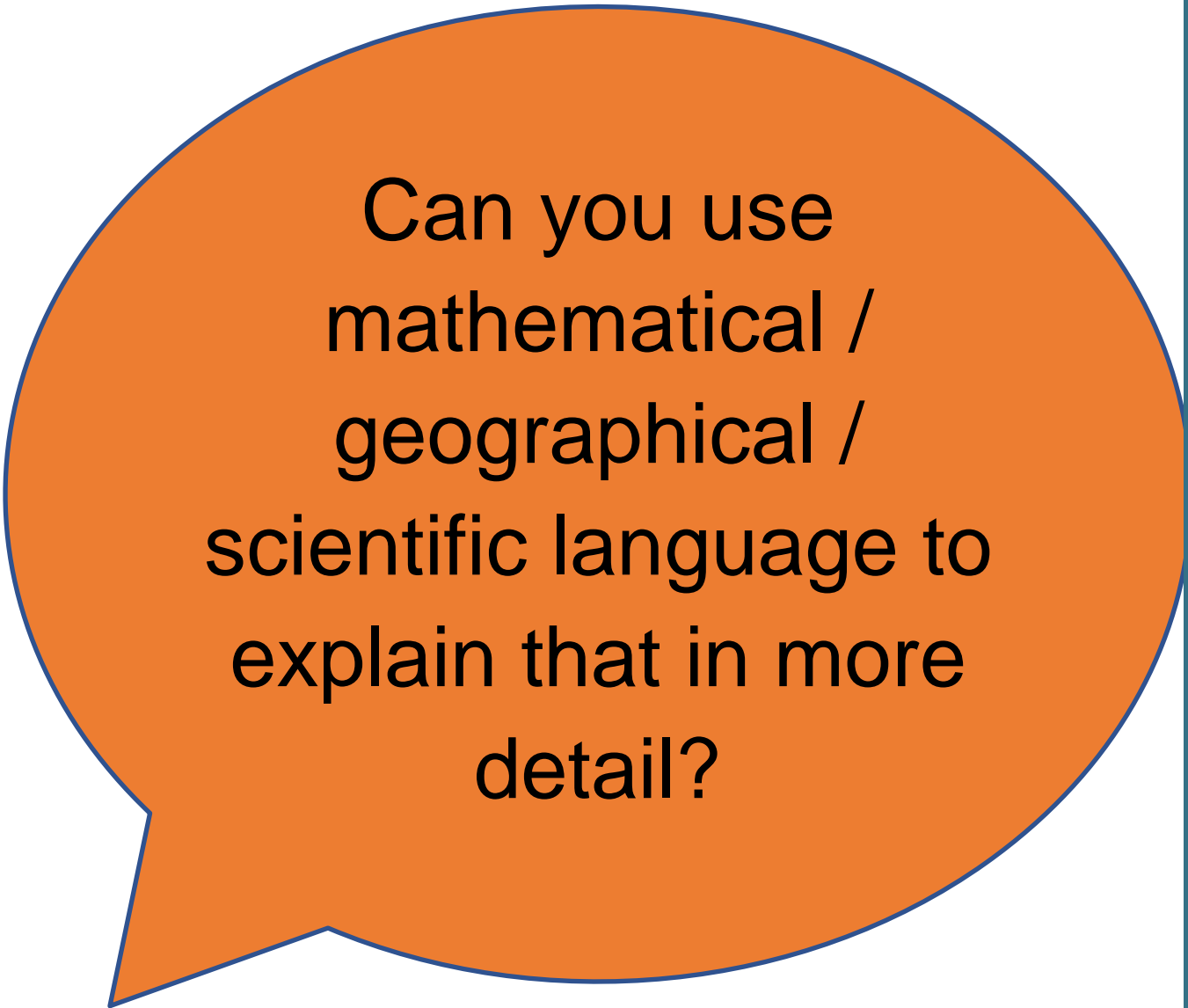
Check your answers to the first three questions before moving on.

Have another look at question 4.
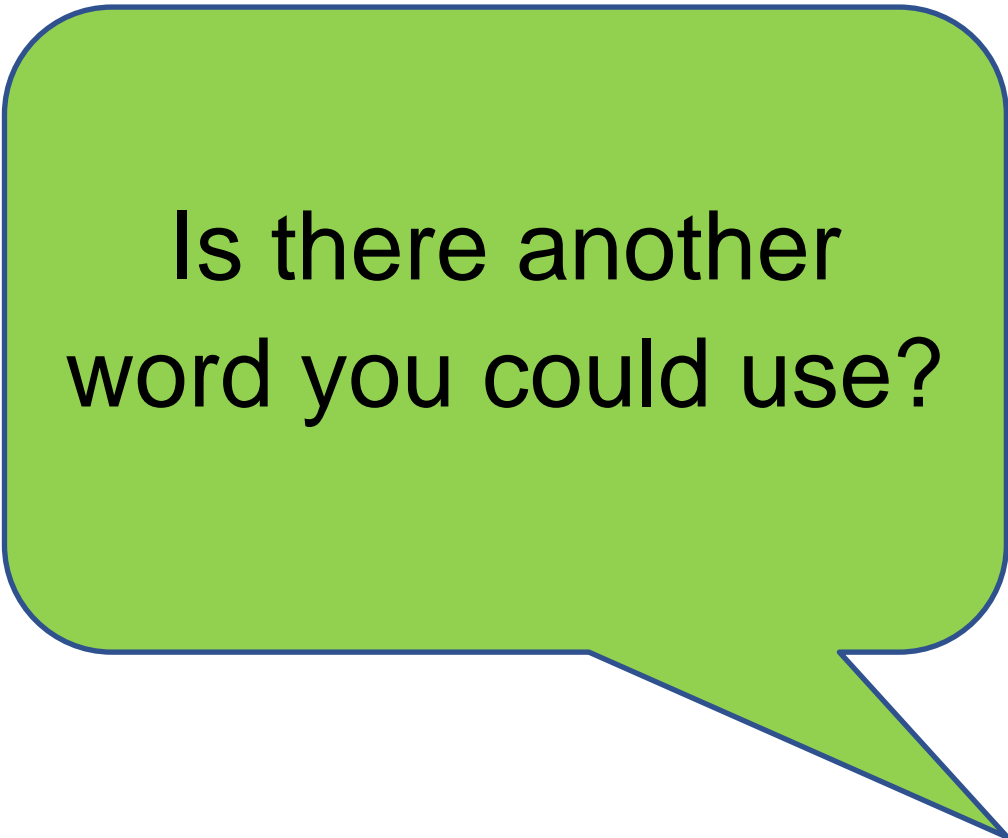
Is there anything else you might need?

**Appendix D:**

**Early Years Feedback in play**

| Playful Learning - Summerseat Primary School | |
|---|---|
| **Our Role / Interaction** | **When might we do this?** |
| I commented | Extending language / thinking out loud |
| I modelled I demonstrated | Using a new resource, technique or language e.g. language to describe thinking to support children to think about their learning. Applying knowledge e.g. knowledge of counting or letter sounds |
| I asked I wondered | Posing a problem to encourage deeper thinking or involvement. It could be part of modelling thinking out loud as you and a child explore a problem together. |
| I helped | Helping a child to do something so that they can see an idea through and continue to engage in the activity. |
| I explained | Providing information linked to the child's activity / interest that increases their knowledge / understanding. |
| I encouraged | Supporting children to negotiate conflicts, agree rules or find a way to take turns. Offering emotional support so that the child feels ok at have a go at something new. |
| I introduced I suggested | Perhaps giving information to extend an activity e.g. suggesting that there is a fire in the woods when the children are playing firefighters. |
| I provided | Perhaps providing additional resources or suggesting the right resource for the task the child is trying to complete. It could be getting a book or a laptop to find out information a child is looking for, e.g. videos of cows being milked |