



It helps me learn
when I can talk
about my work. I
can celebrate my
success and talk
about my mistakes.
-Year 6 Pupil -

We believe that
'marking' should be as
immediate as possible,
forming a feedback
loop that impacts
directly on pupils'
work and
understanding.
-Teachers-

MARKING AND FEEDBACK POLICY

Agreed by staff, pupils and governors: February 2022

Review: February 2025

Chair of Governors Signature:

Our Vision and Aims

At Little Sutton Church of England Primary School, we believe in lifelong learning aiming to equip our children to live life today and for tomorrow - rooted in Christian love. We intend to provide a meaningful and memorable curriculum, which is aspirational, interactive and diverse. Every child should have the opportunity to be extraordinary in a global community. *“For with God, nothing shall be impossible.” (Luke 1:37)*

We aim to equip our school community to REACH their potential by developing into citizens who are:

Resilient
Engaged
Ambitious
Creative
Healthy



Formative Assessment

Formative assessment is a powerful vehicle for focusing on effective learning; it involves the following:

- Sharing learning objectives with pupils
- Providing feedback which recognises achievement and progress
- Identifying next steps in learning
- The active involvement of pupils in their own and each other's learning
- Suggesting strategies for improvement - both whole class and individual
- Effective questioning
- Adjusting teaching based on assessment of prior learning
- Motivating every pupil to REACH

Learning Objectives and Success Criteria

Feedback – whether teacher to child, child to teacher or child to child – needs to be based on clear understanding of the learning objective, the task and the related success criteria. Learning objectives, tasks and success criteria must therefore be right at the planning stage and during lessons. The success criteria must be process based, brief, clear and limited in number.

At Little Sutton,

- children know the objective of each lesson (L.O.) and this is displayed at the top of their work.
- children know how success is measured through the sharing of clear success criteria (S.C.), which are displayed and referred to throughout the lesson
- teachers understand, through the use of SMART (Specific, Measurable,

Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be done in a lesson and what is to be learned.

Pupils should be encouraged to be self-evaluative through a series of review opportunities throughout the lesson. The focus should be on how well they feel they are meeting the learning objective, measured by the success criteria. If children are repeatedly aiming to match their learning to the lesson success criteria, then effective learning will take place.

Formative Assessment and Feedback - Our Classroom Strategies

DEVELOP A CULTURE FOR LEARNING: Formative assessment is only effective when children feel valued, safe and supported. A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey. INSERT KAGEN CLASS TEAM BUILDING ACTIVITIES

QUESTION: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils to gauge the success of their teaching, uncover misconceptions and challenge pupils to deepen their understanding. Questioning is only effective in a collaborative learning environment where children feel safe, supported and confident to make mistakes.

We promote combinations of the following questioning forms:

All of our questioning forms incorporate the 'PIES' principles (Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction)

- **Randomiser**: is a 'no hands up', dialogic approach that keeps all pupils engaged. It can be used to engage pupils who would choose not to answer and promotes engagement and learning for all. (lollysticks and board)
- **Rally Robin** - Pupils take turns responding orally and state responses / solutions to a given question with their shoulder or face partner
- **Round Robin** - Group members take turns responding to a question with a word, phrase or short statement. Pupils share their thoughts one at a time until all pupils in the group have had the opportunity to speak
- **Timed Pair, Share**: allows all pupils to engage in a structured discussion with a given time frame that provides an opportunity to think, generate ideas, share ideas and rehearse answers
- **Whole-Class Response**: allows the teacher to access responses from every pupil to get an overview of class understanding - this might be displayed on whiteboards, fans, exit tickets, written responses.
- **Check for Understanding**: open dialog seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re-teach, defer or move on.
- **Say It Again, Better**: allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or technical vocabulary to initial answers. It can also be used to develop grammar.
- **Probing**: by asking multiple, linked questions to a few pupils, teachers

can promote deep thinking and allow pupils to make connections.

- **Process Questions:** by seeking out the ‘how and ‘why’, teachers can develop pupils’ metacognition, deepen their understanding and help them to evaluate their responses.
- **Hinge Questions:** allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

CIRCULATE: While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils’ responses. During this time, adults can address mistakes and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done by pupils with a purple pen.

SHOWCASE: Pupils’ work is displayed (visualiser/working wall) in order to support discussion about its success against the success criteria and/or the errors it contains. Editing that follows a ‘showcase’, will be done with a purple pen.

REFLECT: Pupils may use success criteria or a model text to reflect on their own work or that of their peers. As this is self-driven, editing is done in their black pen or pencil.

LIVE MARKING OR SMARKING: This is the most manageable and meaningful form of marking. Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. This type of marking and feedback is the one we use most as we – and the children – feel it is the most effective and valuable. It is always done with reference to the learning objectives and SMART related success criteria, with the intention of progressing learning at the time; hence, the term: ‘**SMarking**’.

Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning objective. Teachers use blue pen to feedback additional areas for improvement (key skills that may not form part of the lesson objective) using the codes found in appendix one.

Feedback may also include:

- a summative assessment followed by formative dialogue to develop evaluative thinking
- conferencing and marking work with the pupil; including clear next steps for the child (written in blue) (e.g ‘Now try this...’) and **an immediate opportunity for them to follow up and learn from the experience (written in purple).**

SELF- AND PEER-ASSESSMENT:

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up during each year. The first stage is to get children to mark their own work, leading on to peer-assessment as they become confident with the process. The children can highlight the best

examples of successes from the SC (instead of just ticking off next to the SC) and draw the attention of the teacher to the areas they felt stuck on or think they didn't achieve quite as well.

Stage 1

Children who are not yet meeting age-related expectation can identify their own successes with ease if the learning intention is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a smallgroup and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

Stage 2

When pupils are confident at stage 1, they can begin to identify areas in their workwhere improvements could be made. The pupil can then work with a response partner, or an adult, to affect an improvement.

Stage 3

Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture. Paired corrections or edits are completed in purple pen.

RESPONSE PARTNERS: Face and shoulder partners

- Shoulder partners have a wider gap in ability and can be utilized as a support for the lower attainer. Face partners are of a similar ability and provide a challenge for one another.
- It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide, it is possible the lower- ability child to perceive the other as 'teacher'.
- Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage.
- It is helpful if the work they are looking at is placed on top of their partner's so there is no temptation for the partner to be distracted by their own work.
- It should be stressed that the partner is looking for successes before animprovement point can be identified and agreed.
- The learning intention and associated success criteria must always be the focus
- It is most effective where the suggestions are verbal, with highlighting of successes completed by the partner and only the author making corrections to the work in purple pen.
- Pupils are coached on how to 'actively' listen and what it means to engage in 'active listening'
- Pupils are coached to give constructive criticism - 'be helpful not hurtful' and are taught set phrases when greeting their partner and concluding their feedback to their partner.
 "Hello, I am looking forward to working with you today,"
 "Thank you for sharing your work with me,"
 "It was a pleasure working with you today, thank you for your advice."

Post-Lesson Feed-Forward Strategies

MARKING IN BOOKS:

We do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and re-learn key facts; or use additional research to develop their work by applying a wider range of ideas.

Any teacher comments will be written in blue pen. If a teacher **chooses** to add written comments, these will model expectations of grammar, punctuation and handwriting.

Teachers will provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. arithmetic and reading starters) and short tests (e.g. spelling). Pupils will self-mark and self-correct these in purple pen.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to **look** for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development. This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment (see appendix 1).

Work undertaken by supply teachers or HLTAs will be indicated in books next to the learning objective using the code ST

WHOLE CLASS FEEDBACK:

Whole-class feedback may be used as an effective tool to support pupils' independent editing of their work. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements in their regular black writing pens or pencils.

Supply Teachers

Supply teachers are expected to mark to the criteria set out in this policy. As such, Appendix 1 provides a summary of the symbols to be used. Supply teachers should place the code ST next to the learning objective.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. The feedback loop we create, supports inclusion by allowing for

personalisation within our interactions.

Monitoring

Monitoring our marking policy is shared responsibility. Marking and feedback forms part of the monitoring process of all book looks and learning walks carried out by the Headteacher, Subject Leads and during PDMs.

FEEDBACK AND MARKING GUIDE FOR TEACHERS

We aim to equip our school community to REACH their potential by developing into citizens who are:

Resilient
Engaged
Ambitious
Creative
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START OF LEARNING

- children understand the learning objective of each lesson, which is displayed at the top of their work.
- children understand how success is measured through the sharing of clear success criteria
- in KS1 and children with SEND, next steps stamps indicate a key skills focus for individuals alongside the L.O.

DURING LEARNING

During learning, a range of strategies are used, in any order, to assess and move learning forward.:

- QUESTION - see quality question prompts on the next page.
- CIRCULATE AND SMARK - live feedback and marking at the point of learning using the codes
- SHOWCASE - use the visualiser to demonstrate success and/or errors/misconceptions
- REFLECT - this could be self- or peer-assessment, referring to success criteria, to correct and edit. If correcting and editing is done independently, complete in their black pen or pencil; if this is following a whole class teaching point (showcase), it should be completed in purple to indicate directed learning.

REVIEW OF LEARNING

Though the aim is to provide feedback and marking during the learning, some marking (codes, scaffolds, models) might take place after a lesson. Where this has taken place, children must be given the opportunity to address the direction given.

Marking in EYFS and KS1

Marking codes in EYFS will be introduced in the Summer Term and will follow the guidance for KS1, where appropriate.

MARKING CODES FOR WRITTEN WORK IN EYFS AND KEY STAGE 1



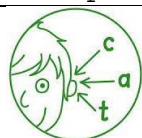
Use full
stops



Use case
correctly



I is a word



Sound words
for spelling



Letter
formation



Handwriting

MARKING CODES FOR MATHS KEY STAGE 2

✓	Correct
•	Fix error
e	Explain
n	Keep presentation neat
s	Fix spelling

MARKING CODES FOR WRITTEN WORK KEY STAGE 2

s	Fix spelling	Non-negotiable spelling errors are underlined in blue. Up to 2 for KS1, 3 for LKS2 and 5 for UKS2.
p	Improve punctuation	
g	Improve grammar	ARE spelling placed in back of book.
h	Improve handwriting	
//	Fix paragraphing	Where there has been a lack of care over handwriting, a pupils is required to re-write a section of text.
ST	Supply Teacher or Student Teacher	

Position of Marking

Where marking directs children to the location of the errors (fixing) or areas of improvement (editing), the adjustments cannot inform summative assessments.

Marking at the end of the page that guides children to **look** for specific mistakes in calculations, problem solving and SPAG, or where pupils are encouraged to look for editing opportunities to improve e.g. imagery, paragraphing or explanation, can inform summative assessments if acted upon independently.