



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

Status of Policy	Date
Statutory	
Reviewed	Every 2 years
Ratified by governors	May 2025
Review date:	May 2027

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing
compassion, honesty, trust, hope, respect, thankfulness and courage.*

John 10 v 10:

Crowthorne Church of England Primary School

Marking and Feedback Policy

This policy should be read in conjunction with:

- Assessment Policy

AIMS

Our aim at Crowthorne C of E School is to have an approach to marking and feedback that is valuable to children whilst also being mindful of the workload implications of different approaches for staff. Our policy is, therefore, underpinned by research and evidence of best practice.

The Department for Education's research in 2017 into teacher workload emphasised that marking should be:

- Meaningful
- Manageable
- Motivating

RATIONALE

“The main role of feedback is to improve the learning, not the work. The idea is that, after feedback, the student will be able to do better at some point in the future on tasks they have not yet attempted.” Dylan William

High quality curriculum provision and delivery is informed by how pupils learn best. The NCETM (National Centre for Excellence in Teaching Mathematics) highlights that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Whilst we recognise the importance of feedback as part of the teaching and learning cycle, we also promote a professional approach to marking and feedback where teachers are enabled to select the feedback method that they believe is most appropriate to a specific piece of work and that will impact positively on pupil learning and future performance.

Feedback should be given with the purpose of:

- Improving knowledge, skills and/or understanding
- Motivating, encouraging and/or raising self-esteem

PRINCIPLES

Our policy on feedback and marking has a number of principles at its core:

- The main purpose of feedback and marking is to further children's learning and/or to inform future teaching
- Evidence of marking and/or feedback in children's books is incidental to the process and is not provided for monitoring or external verification

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered during lessons is more effective than comments provided at a later date
- Written comments are only one form of feedback and marking; many forms of feedback are provided both to teachers and pupils as part of normal classroom practice and assessment procedures
- Any symbols used or written comments should be understood by pupils and take into account pupils' age and reading ability
- All pupils' work should be reviewed by a member of staff in order to use assessment information to inform future teaching; evidence of this could be in written comments, notes on planning documents, amended future planning, verbal feedback to children, notes in Intervention books etc.
- Children will be taught how to self and peer-assess work as appropriate
- Feedback should largely be directly linked to the learning objectives of the lesson but may also include feedback on prior knowledge and/or spelling, punctuation and grammar skills

TYPES OF MARKING AND FEEDBACK

Verbal feedback

This is given directly to one or more children, ideally during the lesson, usually by a teacher or teaching assistant but may include peer to peer feedback. There should be a positive impact of the feedback such as improvement in quality of work, increased motivation, correction of errors.

The use of verbal feedback may be evident in the middle of an independent task either through the child's editing or through adult's annotations, corrections or modelling.

Sometimes verbal feedback will be given after the lesson (later in the day/week or in the next lesson) to the whole class, a group of children or occasionally to one child as a result of common themes being identified when an adult has reviewed children's work.

It is not expected that every time an adult gives a child an element of verbal feedback, that this will be indicated in a child's book. However, if written marking comments are not being provided by an adult and instead verbal feedback has been given, either the adult or the child should indicate this by writing VF in the book. A stamp that shows VF is also acceptable.

Live marking

This is quick, immediate feedback where teachers give verbal feedback and mark aspects of pupils' work as they are working during lessons. This could include ticking maths questions or grammar skills, highlighting/ticking effective word choices or checking of specific scientific knowledge.

Self and peer assessment

Children need to be taught how to self and peer assess work effectively. Self or peer assessment could be to check answers that can be marked right or wrong or should be against specific criteria where pupils can consider whether or not they have included certain

features in their learning. This could be presented in a grid that children can stick in their books.

Where children are marking their own work or editing a written task, they should use purple pen to ensure there is a clear distinction between what was originally written and the child's own marking or their edited improvements.

Children should be encouraged to self-assess their understanding as well as their learning attitudes and to share opinions on their work.

Self and peer assessment should be monitored by a teacher to ensure it is being used effectively but no additional written marking is required by an adult unless they deem it necessary.

Summative marking

This is marking that is completed after the lesson and can take a number of forms:

- An overall tick indicates the work has been reviewed by an adult, is completed to a satisfactory standard and meets the learning objective
- A summative, celebratory comment such as 'well done', 'excellent work' or 'super effort' can be used to provide encouragement and recognise achievement and/or effort
- A more detailed comment that indicates specific successes, skills demonstrated and/or overall positive effect of the work can be used provided the child is able to read the comment, will be given time to read the comment and the associated workload is manageable for the teacher
- A printed success criteria could be used by an adult to indicate features included, especially for written work in English
- Where a task has been completed incorrectly or where poor effort is identified or significant misunderstandings exist, these should be addressed either by providing verbal feedback or by a written comment explaining the errors/expectations

Next steps/challenges

Next steps and/or challenge tasks encourage children to extend their learning, demonstrate their understanding in a different way and/or provide additional reasoning about their learning and therefore are valuable for furthering children's understanding and skills. Where teachers provide next steps or challenges, they should ensure there is time for children to respond to these.

There is no minimum or maximum requirement for the use of next steps/challenges, but it should be apparent in every child's English and Maths books (at least) that this is an approach used by the school to extend the learning of all children.




Next steps/challenges can be hand-written or printed.

Marking code

I = independent CT = worked with class teacher TA = worked with TA

This should either be on the learning objective strip or indicated by the child themselves on their work.

EYFS/Key Stage 1

Symbol	Meaning	Symbol	Meaning
✓	Correct		Finger space
☺	Well done		Capital letters
X or dot	Error		Full stop
✓✓	Good word choice/explanation etc	^	Missing word
sp	Spelling error	?	Doesn't make sense

Key Stage 2

Symbol	Meaning	Symbol	Meaning
✓	Correct	P	Other punctuation error
☺	Well done	//	Missing paragraph
X or dot	Error	^	Missing word
✓✓	Good word choice/explanation etc	?	Doesn't make sense
sp	Spelling error	IB	Intervention Book
CL	Capital letter needed	VF	Verbal Feedback
FS	Full stop needed		

Any additional codes used by an individual teacher should be clear, simplistic and explained to children so all children can explain their meaning.

ADDITIONAL GUIDANCE

Comments should be written in the school handwriting scheme using a green pen

Negative comments should be avoided wherever possible

Photos of activities do not need to be stuck into books as 'evidence' of the completion of tasks but can be included as a visual reminder if the teacher believes this to be appropriate

If teachers want to use stickers or stamps to recognise effort or achievement in children's books, they are free to do so at their own discretion.

Other feedback approaches such as '3 stars and a wish' or acronyms such as 'C U B E' (Confidence, Understanding, Behaviour, Effort) can be used at the teacher's discretion provided the children are able to explain the approach

ADAPTATION BY KEY STAGE

In Early Years, the vast majority of feedback will be shared verbally with the child. Simple written marking such as ticks or smiley faces can be used when appropriate. Targets and next steps will be met through adaptations to the provision and adult-led learning tasks.

In Key Stage 1, verbal feedback will be prioritised plus the use of simple written marking such as ticks or smiley faces as appropriate. The marking code will be explained and used when children are developmentally ready to benefit from its use. Written comments for those children able to read them will be used at the teacher's discretion.

In Key Stage 2, verbal feedback will still be prioritised with written marking used to supplement this where it is meaningful, manageable and motivating. The marking code will be used to provide specific feedback; longer written comments will generally be focused on extended pieces of written work or extended tasks. Sometimes, written feedback will support the planning/design stage of a task rather than the final, polished piece.

IDENTIFICATION OF MINOR ERRORS

At Crowthorne C of E School, we recognise the importance of correcting minor errors and supporting children to identify and correct inaccuracies related to spelling, punctuation and grammar. If errors are not identified and/or corrected, children can over-learn errors making them harder to address later and do not realise when they are making mistakes.

A minor error is:

- An error that is otherwise used correctly elsewhere in the work or in previous tasks
- A transcription error e.g. reversed numbers, incorrect letter formation, incorrect capitalisation
- An incorrect answer amongst many correct responses
- A spelling error that should be within the child's expected spelling capability

Minor errors should be identified in a child's work and, where appropriate, they should be encouraged to correct their mistake. This could be through redoing a maths question, writing out a spelling correctly, correcting a punctuation error or re-writing a sentence to ensure it is grammatically correct.

Where errors are more than occasional mistakes, consideration should be given to the impact on the child if every error is identified. Multiple errors indicate that a concept or skill needs further teaching and it may not be appropriate to ask a child to attempt to correct their errors if they do not fully understand how to do so.

Where the focus of a piece of work is a specific spelling, punctuation or grammar skill, all errors linked to that skill should be identified.