



# Rosh Pinah Primary School

## **Feedback & Marking Policy**

**Reviewed and Revised: April 2025**

Rosh Pinah Primary School understands that the effective use of feedback and marking techniques can have a powerful influence on pupils' learning and progression.

Feedback is a process that the School should ensure is consistently applied by all teaching staff, to support pupils' learning. Effective feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and weaknesses of their work
- Recognise, encourage and reward children's efforts and progress
- Encourage children to strive and improve
- Direct children to what they need to do to improve their work and the next steps they need to take
- Help parents/carers understand strengths and weaknesses in their children's work.

Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with children. Marking forms part of the school's comprehensive review of teaching, learning, assessment and achievement. Marking children's work should:

- Help teachers monitor children's progress and diagnose what has not been understood in order to assist forward planning and learning
- Provide helpful feedback to children so that:
  - Needs are identified and we can discuss with them what they find difficult and the next steps they need to take
  - Achievements are recognised thus giving encouragement and building confidence
  - Individual learning tasks are valued and praised
  - Set tasks have been carried out to an expected standard
- Ensure continuity and consistency in our approach to the children's learning and written outcomes
- Make expectations clearer to pupils, teachers and parents
- Provide a model that pupils can use themselves when assessing their own work.

## **Implementation**

- Children are made aware of the Learning Objective for each lesson as set out in the lesson planning or as drawn together by the class during the lesson
- Within lessons teachers impact on improving standards of all children and are not solely static with any one group of learners, individuals or working at their desks
- Where verbal feedback is given the teacher marks V with a note of what has been discussed e.g. paragraphing, spelling, punctuation and then the impact of the interaction is seen clearly below the V. In lessons there may be more than one V
- Questions are used to extend children's learning and children are given time to reflect and answer these questions (written and verbally in all subjects)
- Feedback given orally will identify successes as well as offering areas for improvement with examples where appropriate
- If work is unacceptable due to lack of effort, instructions for improvement are given by the teacher
- We ask the children how their work can be improved and encourage them to act on this
- Peer Marking is developed and encouraged from Year 1, so children become more able to 'mark' and improve exemplar pieces of work
- Self-evaluation skills are taught and encouraged frequently (e.g. in plenary sessions and also through frequent reference to the LO part way through extended tasks) to help children learn more effectively through reflection and evaluation

- Teachers use lessons as the essential time to address misconceptions which are evident through children's work. Where misconceptions are shown by individuals or a limited group of children teachers may address this individually or in a small group
- Children are given time to 'correct' mistakes regularly within lessons. They also understand that this process may involve re-writing the correct answer or re-doing the question next to the error and not rubbing out for developmental and monitoring purposes
- Detailed marking or deep marking is only used for significant pieces of work e.g. longer pieces of writing, assessed pieces of work, topic projects. The expectation of this is no more than once a half term and that children must have time allotted to discuss the deep marking and next steps given for this to be effective
- Teachers aim to complete most marking within the lesson with the children. Marking will include an indication of how well the learning objective has been achieved, reference to feedback and areas of strength. Refer to marking code
- The teacher will mark at a distance and before the next lesson, if work has not been marked within the lesson. If any immediate concerns are identified they will impact on the structure of the next lesson
- Within Key Stage 2 all children use a blue pen to edit their own work.

## **Feedback**

We believe that the most effective feedback is that given to children whilst focussing on a given task and can come in various forms. Verbal feedback plays a huge role in motivating and supporting all children and should be used frequently to allow children to act upon this immediately.

Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Marking is only of value if comments are read and responded to.

## **Questioning**

Deep level questioning is used across all curriculum areas to extend children's thinking. The questioning used will take into consideration the stage of learning of the child/group and will encourage them to evaluate their learning in order to make further progress. Questions may be written as feedback. Teachers must give children time to answer these questions either in writing or verbally.

## **Self and Peer Marking**

This may be used during a lesson, for reflection/evaluation purposes; at the end of the lesson or as part of a separate focused marking lesson. The piece of work should be clearly marked (SM-self marked; PM-peer marked). All children are taught the skills of giving constructive feedback, the value of this and how to be a 'critical friend'. They are also given sufficient time to be able to complete this effectively.

## **Children Editing their own Work**

This should be evident and should be carried out in a number of ways such as, in response to teacher comments or marking, as a result of reviewing work against the success criteria (features that should be included in the piece of work) or through peer marking. Editing is not to be done for every piece of writing. It is a teacher's judgement as to when this should happen, however it's also important that it is happening.

## **Deep Marking in English – to be completed Half Termly**

Deep marking will be applied to one piece of extended writing every Half Term. Comments need to move the children on and the 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum. When targets are set it must be possible for them to be applied to the next piece(s) of writing.

In order for deep marking to be effective teachers must build in sufficient time for children to read their feedback, discuss this with an adult and/or peer in order to ensure that they fully understood what is expected of them and are ready to move on in their writing skills.

## **Foundation Subjects Marking**

When marking English-based work in Foundation Subject Books, marking will be against the objectives for the Foundation Subject such as History or Geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case the teacher will always challenge the child to improve their work ensuring high expectations at all times.

Teachers are expected to adhere to the School's Marking Policy when marking books and refer to the 'Presentation of Written Outcome Guidance' (*Appendix 2*) when guiding children on presenting their work.

## **Marking and Feedback in Mathematics**

The key time in which teachers mark the children's maths work is following the direct teaching input and during independent practice time. Teachers use this time to identify any misconceptions that require immediate addressing with the whole class, groups or individual children.

Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation with regular opportunities for discussion of answers and, efficient strategies of working mathematically. The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons so marking and recording evidence should not be too onerous or time consuming.

Next steps or targets should only be used where appropriate and not automatically for each piece of marked work.

## **Marking and Feedback in Science**

Science books should include a variety of work from each topic. All Science lessons should demonstrate an integral link between Scientific Knowledge and Scientific Skill and this should be evident throughout the Science Books. Each topic should demonstrate the progression of knowledge whereas the Science Skills should show progression both throughout a topic and across topics and year groups.

Teachers are expected to adhere to the School's Marking Policy when marking books and refer to the 'Presentation of Written Outcome Guidance' (*Appendix 2*) when guiding children on presenting their work.

## **Marking and Feedback in the Foundation Stage**

Children's ongoing formative assessments are at the heart of effective early years practice.

Foundation Stage staff observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in 'Development Matters Document' which supports staff in implementing the Early Years Foundation Stage Curriculum. Next Steps are shared regularly with the children and parents/carers through their child's Learning Journal, Parent Consultation and through informal discussions.

## **Monitoring Children's Books**

Children's books will be monitored through work scrutiny by members of the Senior Leadership Team to ensure a consistent whole school approach.

Subject Leaders will monitor subject specific marking as part of their monitoring role and where appropriate, will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

## Appendix 1

### Marking Code

This code is to be used when marking work the children complete and should be displayed in the classroom for reference by the children

| Marking and Feedback Explained  |  |
|---|--|
| Marking Code  | Marking Code Explanation   |
| ✓✓  | Super! Well done!  |
| .   | Incorrect  |
| R&I   | Re read and Improve this section   |
| Sp and word underlined  | Spelling mistake   |
| Sp h  | Homophone spelt incorrectly  |
| P   | Punctuation error indicated by teacher to be corrected in this line  |
| CL  | Capital letter error   |
| ^   | Word missing   |
| VOC   | Make a more advanced word choice   |
| //  | Start a new paragraph  |
| T   | Tense error  |
| G   | Incorrect Grammar  |
| V   | Verbal feedback given – improvements should be evident after this. The area focus of improvement should be given after the V eg V – P would show that the area for development was punctuation. V - // would show that the area for development was paragraphing |
| SM  | Self-Marked  |
| PM  | Peer- Marked   |
| Purple – LO achieved<br>Yellow – LO almost achieved<br>or aspects achieved<br>Green – LO not achieved | Learning Objective (LO) highlighted to indicated level of achievement  |
| CT  | Class Teacher support (give support ratio e.g.1:1)   |
| TA  | Teaching Assistant support (give support ratio e.g.1:1)  |

## Appendix 2

### Presentation of Written Outcome Guidance

- Always write in your neatest handwriting (use cursive handwriting where appropriate)
- If you have a pen licence use a black handwriting pen
- The full date and Learning Objective (LO) should be underlined in pencil using a ruler
- Cross out any mistakes neatly with a single line
- Use a pencil in Maths books
- Diagrams, drawings and lines should always be completed in pencil
- Response to written or verbal feedback should be in blue pen (KS2).