

**St. John the Baptist C. E. School**  
**Marking and Feedback Policy – Updated September 2023**

**Introduction**

The continuous assessment of children’s learning through marking and feedback is an essential element of effective teaching and learning. It is therefore important to establish a clear and practical approach to marking and feedback, which maximizes the impact on pupil progress, whilst also considering teacher workload around marking.

Through trialing different approaches through school, developing our practice collaboratively as a staff and listening to pupil feedback, we concluded that verbal feedback has the most impact and our marking and feedback policy will draw heavily on this. However, we also acknowledge that meaningful feedback varies depending on the age and ability of the child, and the key driver behind our practice should always be pupil progress.

‘Eliminating unnecessary workload around marking’ report 2016 states that all marking should be:

**Meaningful:** marking (and feedback) varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** marking (and feedback) practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

**Motivating:** Marking (and feedback) should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

We have used these principles to underpin our marking and feedback policy.

**Pedagogy into Practice**

Good quality marking and feedback encompasses all activity that allows for interaction between pupil and teacher which checks outcomes and enables decision making about what teachers and pupils need to do next. The focus should be on quality feedback as opposed to quantity. The quality of the feedback, however given, will be seen in how a pupil acts on feedback in order to progress.

At Mexborough St John the Baptist Primary School we believe that feedback and marking should (for children):

**Be meaningful**

- immediate and verbal wherever possible
- clear, accessible and appropriate for the child
- provide clear next steps or lead to deeper learning
- support them towards independence
- acted upon by the child

**Be manageable**

- ensure that they have the skill-set, time and resilience to be able to respond

**Be motivating**

- provide motivational challenge/encouragement/ indicate success
- enable confidence and resilience to strive for 'best' work
- results in progress in learning

At Mexborough St John the Baptist Primary School we believe that feedback and marking should (for teachers):

**Be meaningful**

- precise with a clarity of purpose
- impact on future planning/intervention
- impact on pupil progress
- be used to remind the child of discussions, particularly with keyword comments
- be used to inform other members of staff, particularly with keyword comments, with nature of support identified for younger pupils.

**Be manageable**

- time effective -not take longer to say/write than child takes to respond to it

**Be motivating**

- can see impact on pupil progress
- less time spent marking can be used more productively to impact on learning

All teaching and support staff in school can/should provide effective feedback within the lesson.

### **Effective strategies**

In our learning environments a range of feedback approaches are used. This allows for the developmental stage of the pupil and the preferred routines established in each classroom:

### **WALT (We Are Learning To) and WILF (What I'm looking For)**

Every piece of work should have a WALT which shows the objective for that lesson and a WILF which explains how pupils will be successful (see Appendix 1). In English, if pupils are writing a longer piece of work a success criteria checklist may be used. This will include all of the skills that pupils are expected to include in their writing. The WALT should also establish what support was in place (Teacher, TA, Child or Peer). In FS, Y1 and for SEN pupils, the nature of the of the support needs to be very specific to show how learning was scaffolded – this can be recorded with a keyword.

All WALTs need to be completed with a tick, to identify whether the child as met the learning intention. The level of support should also be highlighted/circled.

### **Verbal feedback**

The aim of verbal feedback should be to:

- address misconceptions
- consolidate learning
- deepen learning
- challenge children

**Immediate feedback-** this is done as the adults either work with a group or are circulating the classroom. Comments should support the principles outlined above and be specific and relevant to that child. Where comments have been made, a keyword comment should be recorded with a v to indicate that the discussion has taken place. This should be ticked by the adult once evidence of progress from this discussion has been seen.

**Within lesson intervention-** an opportunity to address any common misconception, to share a good example or to move the learning on for a specific group eg providing further challenge. This should be identified with AI (adult intervention), the date, the adult's initials and keyword about the focus of the session. Pupils should complete this work in purple, on the left hand side in English and in the next available space in maths.

**Next lesson intervention-** this checking learning at the end of the session, recording progress in any way is felt to be appropriate (post-its on piles of books, annotated planning etc), adapting planning accordingly and then providing feedback during the next session to move learning forward. This should be identified with AI (adult intervention), the date and the adult's initials. Pupils should complete this work in purple, on the left hand side in English and in the next available space in maths.

### **Written feedback**

On the whole, written feedback has been replaced with verbal feedback strategy as this is more time effective and has a greater impact on learning. There is also a move to within lesson and next lesson intervention to maximise impact.

Occasionally, a teacher may wish to leave comments in relation to a longer, sustained piece of work to allow a child more opportunity to reflect on their learning over a longer period of time. This is likely to be more evident in upper Keystage 2, and especially in Y6.

A limited number of spelling errors should be identified within a piece of writing, in line with individual expectations for that pupil. The correct spelling should not be given if it is one that the child has been taught. The correct may be given if it is unfamiliar to them, and opportunity to practice these allowed. Similarly, self-regulation strategies are encouraged and supported by the classroom environment/resources.

**Marking symbols** – You may see a range of symbols being used in books (see Appendix 2). There is likely to be a reduction of these in Y2 and Y6 as children need to edit work more independently. Marking symbols should be used appropriately to the child's age and ability to ensure they can access them. Similarly, children should be guided on how to read and respond to the symbols.

Any marking should be done in blue.

### **Self/Peer feedback**

**Peer/self critique**-From the earliest point children will be involved in giving feedback to a range of partners alongside having their critiquing skills developed. It is also key that children are taught how to receive feedback and to develop a resilient approach to improving their own work based on constructive feedback. The children are guided to ensure that comments are kind, specific and helpful. While this may not always be evident in books, it should be apparent through their learning behaviours that they are progressing in their ability to respond to and give feedback.

When responding to marking, children should use purple pen/pencil in both English and maths books. Any editing of longer passages, practice of spellings or response to specific questions should be done on the left hand side in English books.

**Rubrics/ success criteria checklists** - are used as appropriate to help focus children on specific elements of their learning and to act as a tool for them to be involved in constructive feedback with peers and the class teacher. They are used to identify areas of success and give guidance on how to improve, as well as offering ways to ensure that children are challenged.

Similarly, dependent on maturity, children may be encouraged to run a peer gallery approach whereby they set out their work for the class to look more closely at. The children are able to 'magpie' ideas whilst also leaving feedback on post-it notes that the

creator of the work can then take into account as they continue/improve their work. The teacher is also part of this collaborative process.

### **Other useful strategies**

Within the feedback 'toolbox' include highlighting evidence, self/peer marking of right/wrong answers, use of sentence stems to structure response, quick response methods eg thumbs up, flash cards, smiley faces.

### **Responsibilities**

It is the responsibility of each class teacher to ensure that this policy is consistently carried out, taking into account age/development needs of pupils within their class. It is the responsibility of all staff that feedback given adheres to the guidelines provided in this policy. SLT will monitor consistent use of the policy when they carry out work scrutiny.

Each subject leader is responsible for monitoring the use of the policy within their own subject area, making subject specific suggestions as appropriate.

The SENCo is responsible for checking that the policy is adapted appropriately to meet the needs of all pupils.

It is the responsibility of the Headteacher to ensure that the practice within this policy is monitored and evaluated in line with observation protocols.

### **Equality of Opportunity**

All pupils are entitled to feedback in accordance with this policy.

### **SEND and Inclusion**

Effective feedback must be accessible to all pupils and will take account of any individual needs. Any specific requirements will be identified in the pupil's support plan.

### **Monitoring and evaluation**

Monitoring of the policy will be done as part of the school's self-evaluation cycle and in line with specific subject focus as appropriate. It will be monitored for impact on pupil outcomes and may be completed through lesson observation, work scrutiny, pupil interview. There will be opportunity to evaluate the effectiveness of the strategies outline within the policy in light of new research findings.

### **Policy review**

This policy may be amended in line with emerging research findings and/or at 2 yearly intervals.

Policy next due for review: July 2023

## Appendix 1 WALT and WILF

### English

WALT: Use conjunctions to join ideas.	Date:
WILF: I will use and to join two sentences.	
Support T TA Peer I	

WALT: I can write a compels sentence.	Date:
WILF: I will subordinating conjunction; because, so, when etc...	
Support T TA Peer I	

WALT: To use direct speech.	Date:
WILF: I will use inverted commas to punctuate speech correctly.	
Support T TA Peer I	

WALT: Use figurative language to describe a setting.	Date:
WILF: I will include metaphors, similes, personification alliteration and onomatopœia.	
Support T TA Peer I	

### Maths

Practise (fluency)	Apply (mastery)	GD
WALT: To represent number bonds to 20.		Date:
WILF: I will use a bar model to partition bonds to 20		
Support T TA Peer I		

Practise (fluency)	Apply (mastery)	GD
WALT: To multiply one digit numbers.		Date:
WILF: I will use an array to multiply.		
Support T      TA      Peer      I		

Practise (fluency)	Apply (mastery)	GD
WALT: To find fractions of an amount.		Date:
WILF: To share amounts equally by the denominator.		
Support T      TA      Peer      I		

Practise (fluency)	Apply (mastery)	GD
WALT: To identify equivalent fractions and percentages.		Date:
WILF: I can identify a fraction out of 100 and convert it to a percentage.		
Support T      TA      Peer      I		

### Guided Reading


WALT: Retrieve information from the text.	Date:
WILF: I will skim and scan for key words.	
Support T      TA      Peer      I	


### Topic


WALT: Explain how water and nutrients are transported within the body?	Date:
Support T      TA      Peer      I	


## Appendix 2

### Marking and feedback symbols

 incorrect spelling which needs correcting.

 punctuation error.

 capital letter missing.

 replace the word with a better one.

v add a missing word.

[ ] edit this part.

✓ right answer.

• incorrect answer.

© correct this answer.

Ⓥ Verbal feedback

AI Adult intervention