

St Mary Magdalene C of E Primary School
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Feedback and Marking Policy

January 2025

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Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. In providing feedback, staff enable children to:

- overcome misconceptions in order to gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6).

With this in mind, we strive, through this policy, to build kind and trusting relationships by:

- providing both oral and written feedback with integrity;
- being thorough in our assessments to ensure that children have a strong voice in their learning, and acting on this; and
- working openly and compassionately with pupils about their learning, even when messages might be difficult to give or receive.

"And you will know the truth, and the truth will set you free." (John 8:32)

Aims

Marking and feedback should:

- inform the pupil what they have done well and give clear strategies for improvement;
- support pupil confidence, self-awareness and self-esteem in learning, and contribute to accelerated learning;
- support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning;
- be consistent across the school;
- teach pupils to respond to feedback, self-assess and evaluate their own learning; and
- involve all adults working with children in the classroom.

Types of feedback

Four types of feedback occur during teaching and learning at St Mary's Primary School:

Type	Why?	What does this look like?
Immediate intervention	<ul style="list-style-type: none"> To prompt deeper thinking, and swiftly address misconceptions <u>during lessons</u>. 	<ul style="list-style-type: none"> Verbal feedback - signalled by VF 1:1 or group learning conference - signalled by VF Questioning to clarify or refocus tasks Mini plenaries Mid-lesson adjustments – signalled on planning
Indicative marking	<ul style="list-style-type: none"> To inform the teacher and child about their achievement against the learning objective To address any missed non-negotiables and misconceptions. 	<ul style="list-style-type: none"> Indicative highlighting of LI (blue/pink) and symbols. Assessment transferred to assessment sheet (Eng/Maths) in the front of the book Pupils made aware of misconceptions through use of symbols and highlighting Individual spelling mistakes are signalled at the end of the piece/writing stage Brief comments if appropriate A response from pupils is required to correct mistakes – complete in green pen.
Developmental marking / feedback	<ul style="list-style-type: none"> To celebrate successes To give ways to improve against the learning objective, and advice on how to do this. 	<ul style="list-style-type: none"> Incisive, written feedback: in KS2, this is provided as whole class feedback. Assessment transferred to assessment sheet (Eng/Maths) in the front of the book Personalised praise for effective work shown through pink highlighting of relevant aspects If required, personalised written comments to detail next steps Common misconceptions/mistakes be highlighted in WCF. A response from pupils is required to accelerate and deepen learning; this should be completed in green and focus on edits and revisions. This is not required in the EYFS
Self/peer assessment	<ul style="list-style-type: none"> To share ideas To celebrate successes To give ways to improve against the learning objective 	<ul style="list-style-type: none"> In an age/subject appropriate format to be determined by the teacher

Non-Negotiable Procedures for Marking

- Learning intentions:** these should be recorded on every piece of work, in all subjects even if pupils are absent as this will demonstrate work missed. This can be in the form of a code linked to learning intention/assessment criteria. In KS2, children should undertake this, for younger children, the adult will write the code.
- Date:** all learning must be dated.
- Timing:** all marking should be completed before the next lesson in that subject area, and used to inform planning.
- Colours for marking:** written feedback should be carried out in blue pen and must be clear, legible and a high-quality model of handwriting. In all subjects, solid pink highlighter will be used to show learning intentions are achieved, along with successes throughout the piece of work, e.g. well-chosen words, clearly set out maths calculations. The learning intention should be boxed in pink highlighter if the children are achieving it with some support. Blue highlighter will be used to signal

that the learning intention is not yet met and will be accompanied by blue highlighting around aspects of pupils' work e.g. a box around an incorrect calculation, or to signal a better choice of word is required. Blue highlighter will also be used to highlight any misconceptions or missing non-negotiables.

- **Responsibility for giving feedback:** written feedback is usually given by the teacher (or adult responsible for the class) but should be given by support staff if they have worked closely with the pupil within a session. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. The person who marks the work should write their initials on the top right-hand corner of the page.
- **Pupils' response to feedback:** staff should give pupils regular, adequate time to review and respond to their feedback.
- **Self/Peer Assessment:** regular opportunities should be given in KS1 and KS2.

Keystage and Subject Specific Marking and Feedback Expectations

EYFS	How will we know it is happening and having an impact?		Rationale
	Feedback Type	Evidence	Impact
Writing	<ul style="list-style-type: none"> • Immediate intervention – in each guided session and as required throughout provision • Indicative marking – marked on planning rather than pupils' work. To include amount of support given: <ul style="list-style-type: none"> ○ I – independent ○ AS – adult support ○ 1:1 – full support • Developmental feedback – given verbally as appropriate in guided group and throughout provision • Self-assessment – in guided groups, against marking symbols (age/stage appropriate) 	<p>Book scrutiny will show:</p> <ul style="list-style-type: none"> • symbols and comments (where appropriate) <p>Planning Scrutiny will show:</p> <p>Evidence of indicative marking feeding forward into future planning</p>	<ul style="list-style-type: none"> • Pupils who require support will be identified so that they can receive targeted support • Pupils make good progress, are challenged to take next steps in learning • Adults use formative assessments to inform planning • Pupils meet/use marking symbols prior to entry to KS1
Reading	<ul style="list-style-type: none"> • Immediate intervention – in each session, as required • Indicative marking – on GR planning, in pupil reading record. • Daily checking of pupil reading record – contact parents where reading is not evident 	<p>Book scrutiny will show:</p> <ul style="list-style-type: none"> • Regular entries from parents and staff into pupil reading record <p>Planning scrutiny will show:</p> <ul style="list-style-type: none"> • Annotations 	<ul style="list-style-type: none"> • High standards will be maintained • Assessments inform planning • Regular reading impacts on pupil progress in all curriculum areas
Across areas of learning/provision	<ul style="list-style-type: none"> • Immediate intervention – in each guided session and as required throughout provision • Indicative marking – marked on planning rather than pupils' work. Termly Insight entries show pupils OT and NOT across areas of learning. • Developmental feedback – given verbally as appropriate in guided group and throughout provision 	<p>Lesson observations/ learning walks will show:</p> <ul style="list-style-type: none"> • Evidence of immediate intervention and its impact <p>Insight entries show pupils OT and NOT across areas of learning.</p>	<ul style="list-style-type: none"> • Pupils who require support will be identified so that they can receive targeted support • Pupils make good progress, are challenged to take next steps in learning • Adults use formative assessments to inform planning

KS1	How will we know it is happening and having an impact?		Rationale	
English	Within the two-week planning cycle, a variety of different types of feedback will be given to children at different points in the cycle, as appropriate to the needs of the whole class/ individual pupils.			
	Activity	Feedback Type	Evidence	Impact
	Hook, drama/ S&L	<ul style="list-style-type: none"> Immediate intervention – verbally 	Learning walks, lesson obs. VF symbol in book scrutiny	<ul style="list-style-type: none"> Follow-on pieces of work should show the impact of quality drama/ S&L activities e.g. understanding of character.
	Analyse	<ul style="list-style-type: none"> Indicative marking – daily 	Book scrutiny, learning walks, lesson obs	<ul style="list-style-type: none"> Features of text type taught will be seen in pupils own writing
	Plan	<ul style="list-style-type: none"> Indicative marking – daily 	Book scrutiny, learning walks, lesson obs	<ul style="list-style-type: none"> Pupils are supported to translate their ideas into writing, using correct grammar, punctuation and spelling.
Write/ Edit cycle	Developmental marking: <ul style="list-style-type: none"> After each writing stage Given as individual written feedback to praise high quality aspects of writing and address specific errors/ misconceptions Self/peer assessment – once per fortnight 	In end of unit written pieces, book scrutiny will show: <ul style="list-style-type: none"> symbols and comments (where appropriate) written by teacher pink/ blue highlighting pupil editing in green pen 	<ul style="list-style-type: none"> If children have not self-corrected errors after being given the opportunity to do so, these need to be highlighted in blue and the work given back to the child for correction This should also inform next steps for the teacher to provide direct instruction in subsequent lessons. 	
Reading	<ul style="list-style-type: none"> Immediate intervention – in each session, as required Indicative marking – on GR planning, in pupil reading record. Daily checking of pupil reading record – contact parents where reading is not evident 	Book scrutiny will show: <ul style="list-style-type: none"> Regular entries from parents and staff into pupil reading record Planning scrutiny will show: <ul style="list-style-type: none"> Annotations 	<ul style="list-style-type: none"> High standards will be maintained Assessments inform planning Regular reading impacts on pupil progress sin all curriculum areas 	
Maths	Feedback Type	Evidence	Impact	
	<ul style="list-style-type: none"> Immediate intervention – daily, as required Indicative marking – daily Developmental marking - at least twice per week (detailed feedback and written challenge) 	Book scrutiny will show: <ul style="list-style-type: none"> VF symbol in book scrutiny mistakes are corrected in all pieces of written work written challenges are evident at least twice per week Children have acted on feedback Lesson observations/ learning walks will show: <ul style="list-style-type: none"> Evidence of immediate intervention 	<ul style="list-style-type: none"> Misconceptions will be corrected before the next lesson. Pupils who require support will be identified so that they can receive targeted, small group teaching in the following lesson or in ‘mopping-up’ sessions; therefore they are not left with gaps in their learning. Marking will inform planning 	
Foundation subjects: pupil books (Y2 only)	<ul style="list-style-type: none"> Immediate intervention – in each session, as required Indicative marking – every session Developmental marking - at least once per unit given as WCF Self/peer assessment – once per unit 	<ul style="list-style-type: none"> Insight updated half termly Book scrutiny will show that: <ul style="list-style-type: none"> pink/ blue highlighting VF symbol in book scrutiny pupil editing in green pen to correct NN/spellings 	<ul style="list-style-type: none"> High standards will be maintained throughout all subjects Marking informs next steps in teaching and provides formative assessment All spelling/ NN errors corrected by the pupil. 	
Foundation subjects: computing evidence	<ul style="list-style-type: none"> Immediate intervention – in each session, as required Developmental marking – given within comments section <u>after each session</u> Self/peer assessment – once per unit 	<ul style="list-style-type: none"> Completion of comments section within Purple Mash 	<ul style="list-style-type: none"> High standards will be maintained throughout computing Formative assessment evidence Feedback informs pupils’ next steps in next lesson 	
Foundation subjects: independent journals	<ul style="list-style-type: none"> Immediate intervention – in each session, through provision and in PDR Developmental marking - at least once per week as part of a guided group 	<ul style="list-style-type: none"> At least one piece of high quality of learning per week Quality PDR is evident in the journal High quality learning is showcased in the journal 	<ul style="list-style-type: none"> High quality PDR sessions and pupil engagement in continuous provision. 	
Foundation subjects: subject portfolios	<ul style="list-style-type: none"> Developmental marking - reflections provided on each page to include a brief assessment reflection on children’s grasp of learning, any misconceptions and modifications made, some specific next steps Self/peer assessment – Quotes to illustrate children’s’ thoughts and contributions on each page 	<ul style="list-style-type: none"> Insight updated half termly Pupil voice will show: <ul style="list-style-type: none"> regular use of the portfolio to recap and consolidate learning. Book scrutiny will show that: <ul style="list-style-type: none"> Organisational checklist is met, including indicative and developmental marking . 	<ul style="list-style-type: none"> Pupils have regular opportunities to recap and consolidate previous learning. As a result, they know more and remember more. 	

KS2	How will we know it is happening and having an impact?			Rationale	
English	Within the two week planning cycle, a variety of different types of feedback will be given to children at different points in the cycle, as appropriate to the needs of the whole class/ individual pupils.				
	Activity	Feedback	Evidence	Impact	
	Hook, drama/ S&L activities	<ul style="list-style-type: none"> • Immediate intervention – as required 	Learning walks, lesson obs. VF symbol in book scrutiny	<ul style="list-style-type: none"> • Follow-on pieces of work should show the impact of quality drama/ S&L activities e.g. understanding of character. 	
	Analyse	<ul style="list-style-type: none"> • Indicative marking – daily • Language Acquisition books – indicative marking of focus books daily 	Book scrutiny, learning walks, lesson obs	<ul style="list-style-type: none"> • Features of text type taught will be seen in pupils own writing 	
	Plan	<ul style="list-style-type: none"> • Indicative marking – daily 	Book scrutiny, learning walks, lesson obs	<ul style="list-style-type: none"> • Pupils are supported to translate their ideas into writing, using correct grammar, punctuation and spelling. 	
Write/ Edit cycle	Developmental marking: <ul style="list-style-type: none"> • After each writing stage in the form of whole class feedback – see appendices for format. • Common spelling mistakes should be highlighted in WCF. • Individual spelling mistakes are signalled with SP: <ul style="list-style-type: none"> - LKS2: in the margin of the line - UKS2: at the end of the piece 	In end of unit written pieces, book scrutiny will show: <ul style="list-style-type: none"> • whole class feedback sheet stuck into books after each writing stage • comments written by teacher • pink/ blue highlighting • pupil editing in green pen 	<ul style="list-style-type: none"> • Children aware of their mistakes • Improvements in pupils’ writing • Pupils’ can effectively revise and edit their writing • Informs teacher’s planning for subsequent lessons. 		
Reading	<ul style="list-style-type: none"> • Immediate intervention – daily, as required. Signalled by VF in book. • Indicative marking – in each session (NB. minimum book entry is reading comprehension questions once per week). • Peer assessment - daily checking of pupil reading record – teacher to contact parents where reading is not evident 			Book scrutiny will show: <ul style="list-style-type: none"> • pink/ blue highlighting • NN/misconceptions addressed • pupil editing in green pen • assessments are up to date 	<ul style="list-style-type: none"> • High standards will be maintained • Marking informs next steps in teaching • All spelling/ NN errors corrected by the pupil.
Maths	Feedback	Evidence	Impact		
	<ul style="list-style-type: none"> • Immediate intervention – daily, as required. Signalled by VF in book. • Indicative marking – daily • Self/peer assessment – daily to mark challenge answers. • Developmental marking at least twice per week and a response task provided: • RT1: mistakes highlighted in blue & corrected by the pupil, in green pen daily. Children requiring RT1 become the next day’s focus group. • RT2: varied fluency practice for pupils who require further consolidation to prove that they have fully met the LI • RT3: GDS/EXS reasoning question to deepen understanding • Write ‘Objective met at GDS’ if no further extension task is appropriate. 	Book scrutiny will show that: <ul style="list-style-type: none"> • mistakes are corrected in all pieces of written work • Response tasks are evident at least twice per week • Children have acted on feedback • Assessments are up to date Lesson observations/ learning walks show: <ul style="list-style-type: none"> • Pupils in focus groups are informed by previous marking 	<ul style="list-style-type: none"> • Misconceptions will be corrected before the next lesson. • Pupils who require support will be identified so that they can receive targeted, small group teaching in the following lesson or in ‘mopping-up’ sessions; therefore they are not left with gaps in their learning. 		
Foundation subjects: pupil books	<ul style="list-style-type: none"> • Immediate intervention – in each session, as required • Indicative marking – every session • Developmental marking - at least once per unit, provided as whole class feedback • Self/peer assessment – once per unit 			<ul style="list-style-type: none"> • Insight updated half termly Book scrutiny will show that: <ul style="list-style-type: none"> • pink/ blue highlighting • at least 1 WCF sheet per unit • pupil editing in green pen to correct NN/spellings 	<ul style="list-style-type: none"> • High standards will be maintained • Marking informs next steps in teaching • All spelling/ NN errors corrected by the pupil.
Foundation subjects: computing evidence	<ul style="list-style-type: none"> • Immediate intervention – in each session, as required • Developmental marking – given within comments section <u>after each session</u> • Self/peer assessment – once per unit 			<ul style="list-style-type: none"> • Completion of comments section within Purple Mash 	<ul style="list-style-type: none"> • High standards will be maintained throughout computing • Formative assessment evidence • Feedback informs pupils’ next steps in next lesson
Foundation subjects: subject class portfolios	<ul style="list-style-type: none"> • Developmental marking - reflections provided on each page to include a brief assessment reflection on children’s grasp of learning, any misconceptions and modifications made, some specific next steps • Self/peer assessment – Quotes to illustrate children’s’ thoughts and contributions on each page 			<ul style="list-style-type: none"> • Insight updated half termly Pupil voice will show: <ul style="list-style-type: none"> • regular use of the portfolio to recap learning. Book scrutiny will show that: <ul style="list-style-type: none"> • Organisational checklist is met 	<ul style="list-style-type: none"> • Pupils have regular opportunities to recap and consolidate previous learning. As a result, they know more and remember more.

Responsibilities

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school
- Each Subject Leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.
- It is the responsibility of the SLT to liaise with the Subject Leaders and to feedback to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress
- It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

- All pupils are entitled to have their work marked in accordance with this policy.

Review

Written: December 2024

To be reviewed: December 2025

Appendices

Appendices:

- a. Whole Class Feedback Templates-KS2
- b. Whole Class Feedback Templates- KS1
- c. Example of completed Whole Class Feedback (History)
- d. Marking Symbols
- e. Work Scrutiny Template (via [hyperlink](#))
- f. Planning Scrutiny Template (via [hyperlink](#))

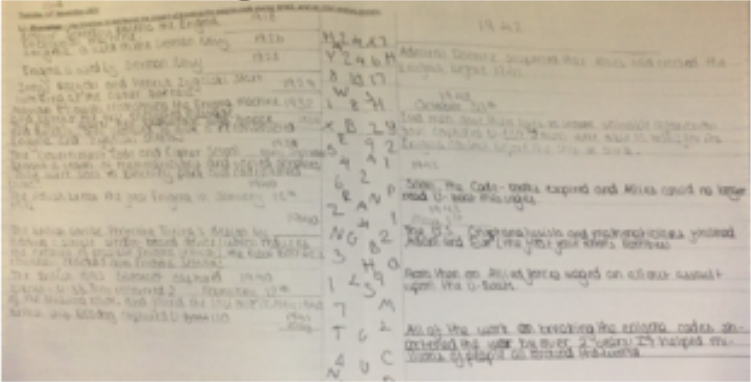
A - Whole Class Feedback Template: KS2 All Subjects

Whole Class Feedback Sheet LI:		Date:
Successes: •	Misconceptions: •	Presentation: •
Missing or incomplete work: •	Grammar and SPaG:	DIRT activities/ Questions:
	Polaroid Moments:	


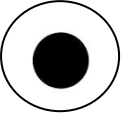
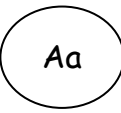


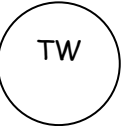

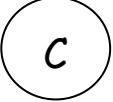
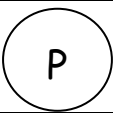
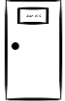
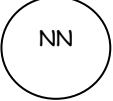

B - Whole Class Feedback Templates: KS1

Whole Class Feedback Sheet LI:		Date:
I liked this:	Check these NN carefully:	Improve these things:

C - Whole Class Feedback Example: KS2 History

History Whole Class Feedback Sheet		Date: 22.11.22
L1: Chronology – Use timelines to synthesise the impact of breaking the enigma code during WW2, and on 21st century Britain.		
Successes: <ul style="list-style-type: none"> You have used your knowledge from our Bletchley Park trip to understand information. Your timelines are informative and detailed. Your timelines are created in chronological order. 	Misconceptions: <ul style="list-style-type: none"> When Enigma was created in 1918, the Nazi party were not yet established. The breaking of the Enigma Code did help to shorten the war, but many other resources supported the winning of the war by the allies. 	Presentation: <ul style="list-style-type: none"> Ensure you have used a ruler for any lines. Check the date- correct it to say 22nd Ensure your writing is in pen.
Missing or incomplete work: <p>To answer the question: What was the impact of breaking the Enigma code during WW2 and on life today?</p> <ul style="list-style-type: none"> XXX, XXX, XXX <p>To complete their work:</p> <ul style="list-style-type: none"> XXX (1943) <p>Lacking <u>detail</u> :</p> <ul style="list-style-type: none"> <u>XXX</u>, XXX (add detail to red writing) 	Grammar and SPaG: <ul style="list-style-type: none"> Capital letters for places and people. Capital letters for sentence openers. 	DIRT activities/ Questions: <p><i>What do you think was the most important event on your timeline and why?</i></p>
		Polaroid Moments: <ul style="list-style-type: none"> XXX - creating codes in the centre of timeline. 

D - Marking Symbols

	Finger Spaces
	Full stops
	Capital letters
	Does it make sense?
	Use of phonics to sound out words for spelling
	Spell tricky words correctly
	Correct letter formation and presentation
	Conjunctions
WOW	Adjectives
	Punctuation
	Sentence openers
//	Paragraph
	Check your non-negotiables
	Check your spellings