



## Marking and Feedback Policy

### The Woodlands Park Primary School Approach to Marking

This policy is written based upon recommendations from the Teacher Feedback to Improve Pupil Learning Guidance Report, (EEF 2021).

The key question we ask when selecting which marking procedures to use: Is my feedback helping every child in my class to be motivated in their learning and make progress? Our teaching team use three main methods to mark and feedback upon children's work. All adult feedback in books will be completed in green pen.

**1. Live Marking Feedback** This is immediate feedback and may be verbal or written.

- Live marking, in which the teacher marks alongside the pupil in any subject, is another way misconceptions can be addressed immediately.
- iPads are used as visualisers to discuss and swiftly address any whole class misconceptions and/or to be used to share examples of best practice and progress.

**2. Light Marking Acknowledgement** and recognition of attainment and/or progress, success, and completion of children's work.

- Learning objectives for **every** piece of work will be highlighted in the following colours:
- Green- **the learning objective has been fully achieved.**
- Yellow - **the learning objective has been partially achieved.**
- No colour- the learning objective **has not been achieved.**
- Green ticks will be used to show the children which areas the learning objective has been achieved, e.g ✓
- Green dots will show the children which areas of work, and where they need further support, e.g. ●

### 3. Responsive Marking





Responsive marking informs the planning cycle, enabling misconceptions to be rapidly addressed by the teacher in lessons.

- Responsive marking comments are written on a sticky note by the teacher and stuck onto the child's work, indicating to the child that a response is required to the marking.
- We will ensure that time is allocated for pupils to respond to their written /oral comments by the class teachers so they can act upon the correct edit and improve moments.
- Children will respond in purple pen. Teachers will check the child's response.


## Appropriately Timed Marking and Feedback (EEF, 2021)


The task <sup>41</sup>	The pupil	The class
		
<p>The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.</p> <p>For instance, mistakes may arise quickly and obviously in music or art if a pupil can clearly hear or see an error arising. The same may be true for PE, where a pupil attempts an exercise and quickly sees that it doesn't achieve the required results. Missteps may also become self-evident in maths or science if upon completing a task, a pupil has not produced the answer they expected.</p> <p>The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers. Or perhaps the teacher has revealed answers in advance and has asked pupils to show their workings to get there. In these instances, a teacher will not need to provide immediate feedback as the task itself provides it.</p> <p>However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, students may be less likely to recognise the source of their errors early on. Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.</p>	<p>Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.<sup>42</sup></p> <p>A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.<sup>43</sup></p> <p>A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback,<sup>44</sup> varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.</p> <p>As Dylan Wiliam explains:</p> <p><i>'Most teachers have had the experience of giving a student a new task only for the student to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." In such circumstances, the student's reaction may stem from anxiety about the unfamiliar nature of the task and it is often possible to support the student by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually all the support the student needs. Copying out the table forces the student to look in detail at how the table is laid out and this busy-work can provide time for the student to make sense of the task itself.'</i><sup>45</sup></p>	<p>Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example:</p> <ul style="list-style-type: none"> <li>• When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals.</li> <li>• Following a reading of <i>Romeo and Juliet</i> and setting a task for pupils, a Year 8 English teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family.</li> <li>• When teaching GCSE geography, the teacher notes that half the class have misunderstood the definition of 'low income', 'medium income' and 'high income' countries.</li> </ul> <p>Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.</p>

## Effective and Meaningful Feedback (EEF, 2021)

	Feedback more likely to move learning forward			Less likely
	<p><b>Task</b></p>  <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	<p><b>Subject</b></p>  <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	<p><b>Self-regulation strategies</b></p>  <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	<p><b>Personal</b></p>  <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "loani tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

### Spellings

From EYFS to Year 6, key spellings are identified by the teacher underlining the misspelt words with a wiggly green line, writing the correct spelling x3 and the children copy x3 below their work/ at the bottom of the page 

The teacher will then check that the spelling has been correctly corrected and will give a single green tick to acknowledge 

Children will progress from doing this with adult support to undertaking it independently or with peer support.

### Expectations

**Maths, English and Science** – all types of marking.

**All other subjects** – live and light marking afterwards.

Self and peer assessment used regularly across the curriculum.



### Self/Peer Assessment

Self-evaluation or feedback from peers that focuses on successes and areas for development in recorded outcomes. This could be achieved through a variety of procedures in the classroom: peer

critiquing, collaborative editing on the IWB, galleries of work etc. Children are encouraged to give feedback that is kind, specific and helpful, which moves learning forwards.

**Editing** From Year 2, all editing, self-assessment, peer assessment and response to marking by children will be completed in purple pen.

### **Symbols**

- A green dot shows the answer needs checking, e.g. ●
- Teacher comments and prompts in green pen. A ✓ shows achievement against the prompt.
- A green wavy line underneath a word, indicates that a key word is spelt incorrectly, and the child will copy the word x3 below 
- A circle indicates missing or incorrect punctuation, and the child will use an editing pen to correct mistakes ○
- The activity was led and marked by a teaching assistant, e.g. TA/HLTA
- The lesson was led and marked by a supply teacher, e.g. SUPPLY
- The child was supported in a guided group, e.g. GG
- The child was supported by an adult, e.g. 1:1
- Next steps for children to complete. 

### **Layout in Books**

Dates and learning objectives are printed on labels for EYFS-Y4. Children in Y5 and Y6 are expected to write their own date and learning objective, unless a child struggles to write the date and learning objective legibly, in this case a printed label will be provided.

- The printed labels must be stuck at the top left-hand side of each page, next to the margin and be straight.
- Appropriate Letter-join fonts for each year group must be used to print the labels.
- Short dates must only be used for maths learning and must follow this format e.g.  
01.01.24  
LO: I can...
- Full dates must be used for every subject, except maths and must follow this format, e.g.,  
Monday 1<sup>st</sup> January 2024  
LO: I can...
- All learning objectives must follow this format, e.g., LO: I can...
- Every date and learning objective must always be underlined (with a ruler when handwritten).
- If dates and learning objectives are handwritten, the child **must spell every word correctly**. This must be checked by the teacher and corrected by the children with urgency.

## **Expectations of Presentation**

There is a collective responsibility across the teaching staff that high expectations are set in the presentation of children's work. We will not accept low expectations.

Teachers will encourage pupils to take pride in their presentation and ensure that clear expectations are communicated to them in every lesson.

- Handwriting must be of a standard in line with teacher expectations for individual children.
- Any work that is not of a sufficient standard should be addressed and discussed with the child – in some cases this will require for the piece of work to be reproduced.

## **Reward Systems**

- Children will be rewarded a whole Class Dojo point/marble for any positive aspect of their work.
- Children may share their work with the Headteacher and receive a Headteacher recognition sticker.
- Work that children are proud of, should be photocopied and sent home for positive recognition.
- Certificates can be awarded to children for attainment and progression in weekly Celebration Assemblies.

**Policy updated:** April 2023

**To be reviewed:** April 2025