



Policy:	Effective Marking and Feedback Policy
Owner:	Strategy Team
Approval Date:	September 2021
Review Frequency:	Every 3 years
Review Date:	September 2024
Signed:	
Notes:	

Rationale

The purpose of providing feedback to pupils is to develop and guide their learning, and/or to celebrate and encourage their efforts and achievements. Teachers should only feel the need to provide feedback to a child in a manner which achieves either of these purposes. Teachers should not complete any marking in a manner simply because it is in line with historical practices or to prove that they have read a child's work. Marking/feedback must be completed in whichever manner is most effective in developing a child's learning or confidence. This will differ according to the subjects being taught and the ages of the children involved.

Principles and Procedures of Effective Marking

- Feedback is most effective in progressing children's learning if it is given whilst the task is still being completed. Wherever possible, feedback should be verbal and given during the completion of the activity itself.
- When giving verbal feedback during a task in which the child is completing written work, and when the feedback itself relates to an area of that written work, the teacher should write VF in the margin of the child's book.
- When feedback is given to a child during an activity where there is no written work being completed, such as PE, music, PSHE etc, there is no need for the teacher to record this.
- However, teachers do not only assess a child's learning in order to provide the child with guidance on what they must do to progress their learning. Assessment of learning will also provide the teacher with guidance on what lessons they need to plan and deliver.
- If it is relevant to do so, the teacher may themselves record the need to give a child such feedback as an A4L point, after the lesson has finished. This may have relevance when considering planning future lessons or the provision of TA support.
- Feedback should not be restricted to a specific learning point for the lesson. It **may** relate to the Learning Objective for the lesson, but it may also relate to a specific issue for the child in question, one which is unrelated to the lesson itself. This may include an ongoing focus on small, persistent errors. Feedback should be focussed on improving any and every aspect of a child's performance – whenever the chance to do so arises.
- If a teacher wants to provide celebratory feedback to a child in order to encourage them, they should do this verbally whenever possible and, if it suits the character of the child to do so, they should give that celebration publicly, within the class or in a wider setting.



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- The teacher can and should provide the child with written feedback after the task has been completed, if doing so will aid their progress. This may include using the marking code to draw their attention to mistakes/areas for reflection.
- It may also include providing written comments which can aid the ongoing completion of an extended piece of work, such as a presentation or piece of research in history or geography in KS2.
- However, written feedback should only be completed if it is going to prove beneficial to the child's learning. Providing written comments on work which will not be reviewed for a period of days is unlikely to be so.
- For those subjects only taught once a week, and where it is considered beneficial to still provide feedback after the task has been completed, it will be more useful to provide feedback to the children the following day.
- Teachers will mark in whatever colour pen they choose.
- Supply teachers should provide the class teacher with sufficient feedback on the success of the lessons they have delivered and the progress which the children have made. They will also inform the class teacher of any issues which were identified with any child/children in the course of the lessons.

Peer Marking

Peer marking can be problematic and is not always effective. Children may not always identify mistakes which their peers have made and indeed may incorrectly identify mistakes which are not such. However, peer assessment can be effective if less focussed. Children can identify what is good about a peer's work and what can be improved and they may be able to identify how their peer's work can allow them to improve their own.

Self Assessment

Children should be encouraged to assess their own work. Teachers in Years 2 and 6 are required to provide sufficient evidence of written work which has been self-assessed by the pupils. This skill is one which we would wish to develop amongst our children and hence time should be given over to self-assessment throughout the school.



Intentional Space

Marking Code

Teachers will use the following symbols when marking the children's work, if the children's age makes it appropriate to do so.

Symbol	What the symbol means
CL	Capital letter error
*	Something to do/check for sense
☺	Well Done, this is good
VF	Verbal Feedback
∧	Something is missing
FS	Full Stop needed
SP	Spelling to identify and change (symbol in margin)
G	Grammar
P	Punctuation
//	New Paragraph
.	In maths, to think again about an answer
S	Support 1:1 / 1:2 / 1:4 / 1:6
PIGS	Paired, Independent, Group, Support

Monitoring and Policy Review

Standards and effectiveness of marking will be monitored by the Senior Leadership Team as part of the schools monitoring timetable. Feedback is provided to staff.

The policy is reviewed every three years by relevant groups within the school.