



Greenhaugh Primary School

Marking and Feedback Policy - March 2025

Rationale

EEF Research has shown that:

1. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback
3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.
5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Why do we give feedback / mark?

- To raise standards
- To motivate and encourage
- To acknowledge and appreciate the work children have done and the effort they have made
- To ensure that children are aware of errors
- To confirm an understanding of the subject for the child
- To interact and give positive feedback
- To inform the pupils of the next steps and show they have achieved a Learning Objective
- To plan future work for groups, individuals or class
- To respond to individual learning needs, marking face-to-face with some and at a distance with others.
- **In order for the marking to be formative, the information must be used and acted upon by the**

children

How do we mark or give feedback?

Success criteria should be identified by the teacher, the children or both through discussion at the start of the task. This then gives a framework for sharing success or making amendments or improvements. Success criteria should be

differentiated, where possible, to challenge the differing abilities of the children within each class. They will be referred to throughout the course of the lesson or sequence of lessons.

Feedback should be used to motivate and extend the children's learning or correct misunderstandings. It should refer to learning objectives or success criteria and is most effective during the course of a lesson.

Feedback can be achieved in a variety of ways such as:

- Stopping all children and reinforcing success criteria or learning objectives
- Sharing a problem encountered by a child with whole class and solving together
- Sharing a piece of work which meets agreed criteria or objective
- Considering how to improve a piece of work which does not yet meet agreed criteria
- Asking effective questions to stimulate a child's thinking further and giving value and recognition to work already completed

English Quality Marking

In English, the teacher may tick a sentence or section of work which is particularly effective and mark with an arrow ->a sentence or section of work which could be improved.

Opportunities will be given each week for children to respond to the -> (Fix it time).

We aim to quality mark at least one piece of literacy work per week.

A letter, a join or a spelling that a child may be struggling with may be written at the end of a piece of work or the start of a new piece for the child to practice.

Live marking may also take place during a session.

Self and Peer marking

A range of self and peer marking opportunities will be provided.

In KS1, children will be taught how to respond verbally to work with positive comments and constructive criticism.

In KS2, self and peer marking may include marking 'closed skills' i.e. ones where there is a right or wrong answer e.g. use of speech marks or commenting on elements of writing that they think has been successful e.g. "I liked the way they used adjectives to describe the setting."

Feedback/ marking of closed skills

These are questions where there is a simple right or wrong answer and will be marked in the 'conventional' way by the teacher or pupil. There may be an additional written comment, opportunity for praise or question as appropriate.

In written tasks, spelling of common exception words, punctuation or letter formation may be taken into consideration.

Feedback/ marking of open skills

e.g. effective use of adjectives, sequencing events

Agreed marking codes will be used and children will be encouraged to take notice of comments and codes so that feedback/ marking is seen as a positive communication between teacher and child which enables the children to reflect on their learning.

Maths quality marking

The teacher will endeavour to use live marking as much as possible during the Maths lesson. Children will have their own opportunities to give feedback on the lesson content through colour coding in KS1 or a 'confidence line' in KS2.

Incorrect answers will be indicated with a dot while correct answers will be ticked. Corrected answers will have a tick and a c.

An -> will indicate a comment to which the child should respond or a mistake with working which should be addressed. This may also be used to extend thinking or address misconceptions.

Spelling errors will be highlighted if they occur in words which the children should be able to spell.

Reversed numbers will be corrected and children expected to re-write them.

Feedback in the Early Years

For children in the Early Years, the vast majority of feedback will be verbal. Smiley faces or ticks will begin to be introduced for good work or to show where the learning objective has been achieved.

Marking Codes

Literacy

VF verbal feedback.

S Supported

Sp spelling error on that line of writing. In KS2, this will be used to highlight incorrect spellings of the common exception words for each year group. Children should be able to find the mistake and correct it. Word books are available for them to use to check spellings or record words they find difficult. Other spellings may be underlined with a wavy line. Only a small number should be highlighted per page.

In KS1, spelling mistakes of common exception or phonetically plausible words will be underlined with a wavy line.

() Grammar or punctuation errors will be circled or a **P** may be written on the line for a KS2 child to spot their mistake.

^ missed out word

T(A)S Teachers may choose to highlight whether work is supported by themselves or a teaching assistant for individual children

I may denote independent working.

Marking in other subjects

In KS2, ticks may be used in science/ foundation subjects and RE to highlight knowledge, concepts or skills demonstrated in a piece of work which relates to the success criteria. Teachers may also write additional questions for children to extend their thinking or to address misconceptions.

In all of these subjects, literacy marking codes also apply.

Signed: Clare Crow (Headteacher)

Signed:Sarah Barnes (Chair of Governors) Date: