



## Luston and Shobdon Community Primary Schools Federation including Luston Nursery

### Feedback and Marking Policy

Last reviewed	13 February 2025
Renewal due	February 2026

Feedback should always empower children to take responsibility for improving their work. It is a part of the Federation's wider assessment processes which aims to provide an appropriate level of challenge to all children in lessons, allowing them to make good progress.

The Federation recognises that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback.

#### Principles and Purpose

The purpose of the policy is to ensure that the Federation takes meaningful steps in order that marking-related workload burdens are manageable.

Marking and feedback should:

- Focus solely on furthering children's learning.
- Be manageable for teachers and accessible to children and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better children achievement.
- Allow specific time for children to read, reflect and respond to feedback and marking.
- Any evidence of feedback will be incidental to the process, the Federation will not provide additional evidence for external verification.

## **Aims of the Policy**

- To provide consistency in marking throughout the school so that all children have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance and to support teacher workload.
- To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children's progress and needs for future planning.

## **Roles, Responsibilities and Procedures**

### ***Teachers:***

- Teachers should note the Federation's core principle is that the sole focus of feedback should be to further children's learning.
- Provide children with feedback either within the lesson itself or in the next appropriate lesson.
- Embed opportunities for peer marking
- Detailed written marking is not required; there should be a consistent and agreed practice that will be effective and efficient in promoting learning.

### ***Leadership Team:***

- Ensure that marking and feedback is consistent across the school.
- Use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group, when assessing and reviewing the marking policy.
- Make sure all managers understand that a teacher's marking will not be used to make judgements about their performance or capability.
- In reviewing the policy, if any concerns have been raised about any practices which have led to an increase in workload, then this practice will be discontinued.

## **OFSTED's view on marking and feedback**

- Ofsted have made it clear that they do not expect to see any specific frequency, type or volume of marking and feedback. This is clearly stated in the document Ofsted Inspections – Clarification for Schools (September 2015).
- Ofsted does not expect to see any written record of oral feedback provided to children by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

## **DfE's view on marking and feedback**

- The DfE set up a Marking Policy Review Group to consider effective practice on marking which raises standards for children without creating unnecessary workload.
- The Review Group found that marking had evolved into an unhelpful burden for teachers when the time it takes is not repaid in positive impact on pupil's progress.
- The Review Group stressed that marking is best regarded as one element of a wider approach to feedback and assessment. Its report made clear that it is inappropriate to regard marking as more important or more effective than other forms of feedback or to consider it in isolation from other ways in which pupil's work can be assessed.

## **Monitoring and Review**

This policy will be reviewed annually and in accordance with due regard to DfE and Ofsted guidance, good practice guidance (EEF reviews, NCETM Marking and Evidence Guidance for Primary Mathematics, Independent Teacher Workload Review group) and in assessing teacher workloads.

## Appendix One

### Shobdon Primary

CT/TA to use green pen/highlight to mark and purple to highlight errors, child to use purple for purple polishing

**Foundation Subjects and Science:** Mark to the WALT – a tick or highlight. Indicate Independent, Support, Group. Correct spelling of specific vocabulary, a spelling of a common exception word and a grammar point.

**English: sustained writing** Hot and cold task sticker. Cold task is not marked but targets are taken from it, based on content, handwriting if needed, punctuation and spelling.

Hot task is marked to the identified targets eg. T1, T2, T3, T4

**English: daily work.** Codes to be stuck in front cover of the book. Small steps of WALT are marked/highlighted. General spelling and punctuation marked. Next steps in green. Purple pen for errors. Maximum of 5 spelling errors.

**English: WCR.** Self-marked, purple ticks

**English: Grammar.** Self-marked, purple ticks

**Maths: Fluent in Five.** Self-marked

**Maths: daily work.** Use of stickers WALT and small steps, Independent, Support, Group. Answer ticked, purple highlight of questions or incorrect answer. Number formation is marked. Purple polishing is dated and ticked when corrected. Use of intervention sticker. Use of a starter challenge sticker.

## Agreed Marking Codes Key Stage 1 and 2

**WALT: We are learning to...**

**sp ~~~~** underlining incorrect spelling

**gr** grammar error

**p** punctuation error

**CL** capital letter error

**( )** Word or phrase needs rewording or reorganising

**^** omitted words or letters

**//** new paragraph/new line in dialogue or poetry

**T V** teacher or verbal feedback given

**S** supported work Teaching Assistant to initial when they have marked work

**I** independent work (EYFS/KS1)

**PM** peer marking

**√√** positive elements often linked to lesson objective

**⇒** next steps to move learning forward or for improving an aspect of the work

**I** independent work

**S** supported work

**G** group work

## Appendix Two

### Luston Primary

CT/TA to use black pen to mark and highlight errors, child to use purple for purple polishing

**Foundation Subjects and Science:** Mark to the Focus – three tick system. Indicate Independent, Support, Group. Correct spelling of specific vocabulary, a spelling of a common exception word and a grammar point.

**English: sustained writing** Hot and cold task sticker. Cold task is not marked but targets are taken from it, based on content, handwriting if needed, punctuation and spelling.

Hot task is marked to the identified targets eg. T1, T2, T3, T4

**English: daily work.** Codes to be stuck in front cover of the book. Small steps of Focus are marked/highlighted. General spelling and punctuation marked. Purple pen for errors. Maximum of 5 spelling errors.

**English: WCR.** Self-marked (purple) or CT/TA marked

**English: Grammar.** Self-marked (purple) or CT/TA marked

**Maths: Deepening Understanding.** Self-marked

**Maths: Daily Work.** Marked to the focus. Independent, Support, Group. Answer ticked or error indicated with a dot. Number formation is marked. Purple polishing ticked when corrected. Use of 'KU' for intervention.

## Agreed Marking Codes: Key Stage 1

Code	Meaning
Focus ✓✓✓	You have understood this work.
Focus ✓✓	You are beginning to understand this work.
Focus ✓	You need help. Come and ask!
Green ticks as above	Self-reviewed learning objective
Ⓛ	Independent work
CT/TA	Help has been given by teacher or teaching assistant
ⓀⓊ	'Keep up' time after the lesson
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
Word underlined and written correctly above	Spelling mistake.
!	Think again – applicable to numeracy
👁️👁️	Look! Take note!
😊 Or ★	Good achievement
Pink Highlighter	Tickled Pink!
Green Highlighter	Green for Growth!
Purple Polisher	Self-edited work
PM by	Peer marked by ...

## Agreed Marking Codes: Key Stage 2

Code	Meaning
Focus ✓✓✓	Learning Objective focus achieved.
Focus ✓✓	Learning Objective focus nearly achieved.
Focus ✓	Learning Objective focus partially achieved. Help required. Come and ask!
Green ticks as above	Self-reviewed learning objective
Ⓛ	Independent work
CT/TA	Help has been given by teacher or teaching assistant
ⓀⓊ	'Keep up' time after the lesson
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
sp eg. <u>kat</u>	Spelling mistake. Spelling that should be known. Please copy and learn. (Correct spelling may be given) Acknowledged spelling error.
CL	Capital letter missing
// NP	New paragraph needed here Start of new paragraph
I	Think again – applicable to mathematics
Supply	Supply teacher
<b>Green Highlighter</b>	Green for growth!
<b>Pink Highlighter</b>	Tickled pink!
<b>Purple Polisher</b>	Self-edited work
PM by	Peer marked by ...
TD or V	Teacher discussed