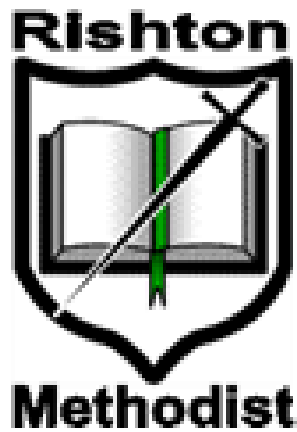


Rishton Methodist Primary School

Marking and Feedback Policy



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it' (Ezra 10:4).

Agreed by Governing Board on

Policy will be reviewed by September 2027

Created by SLT

Safeguarding Statement

At Rishton Methodist School, we aim to create a secure, happy, caring environment, where all children are valued as individuals whatever their gender or race. We ensure that our children have the opportunity to talk and are listened to. Rishton Methodist School recognises the contribution it can make to protect and support pupils in school.

Policy Principles

This policy gives guidance to staff on the purpose, types and frequency of feedback and marking. At Rishton Methodist Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback.

Our policy and practice is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF October 2021, Six recommendations for using teacher feedback to improve learning) whose research shows that effective feedback should be based on the following three principles:

1. Lay the foundations for effective feedback
 - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
 - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
2. Deliver appropriately timed feedback that focuses on moving learning forward
 - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
 - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
3. Plan for how pupils will receive and use feedback
 - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
 - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Alongside the three principles, recommendations four and five consider the methods of feedback:

4. Carefully consider how to use purposeful and time-efficient, written feedback
 - Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
 - The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
5. Carefully consider how to use purposeful verbal feedback
 - Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
 - However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

Finally, recommendation six considers effective implementation of the approaches:

6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

This policy serves as a guide to staff as to the principles of effective feedback, it also gives staff examples of effective feedback and school expectations. However, in line with the EEF guidance, it is not over prescriptive and trusts teacher discretion in knowing and implementing the principles of effective feedback and selecting the most effective feedback to move learning on, with CPD to enable staff to do this effectively. However, there is an expectation within school that children know their work has been seen, assessed, valued and acknowledged by their teacher and one part of this is written marking.

We aim to ensure all pupils have their work marked effectively and consistently across school in an age-appropriate manner. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. However, this can often be achieved without extensive written dialogue or comments.

Feedback in Practice

- The focus of feedback and marking should always be to further children's learning
- It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.
- Written comments should be used mainly where they are accessible to students according to age and ability.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms
- Feedback is part of the school's wider assessment processes in the classroom which aim to provide an appropriate level of challenges to pupils in lessons, allowing them to make good progress
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books in some way.
- Children will be asked to be active participants in the feedback loop through use of:
 - Purple Pens (self-editing) errors following verbal feedback or correcting errors within their own capabilities.
 - Extended Learning Opportunities will be used to rehearse and have an opportunity to put feedback into practice where an error is observed. This could be for a group or individuals. (e.g. if a child has missed capital letters for names and this is something they have experience of, they may be asked to complete a short SPaG task.)
 - Prior learning of verbal and written feedback in future learning. Staff will specifically look for this and focus future feedback on this.
- Opportunities to review feedback is timetabled into the day.

Types of Feedback that may be used include:

- Verbal feedback
- Immediate / on the spot feedback given 'live' in the lesson (verbal or written using the marking code)
- Written Feedback
- Distance marking
- Self-assessment and evaluation
- Peer-assessment and evaluation

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson / task
3. Review feedback – away from the point of teaching (including written comments)

As a school, we utilise a variety of approaches but do place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback to the teacher to further adapt teaching.

At Rishton Methodist, these practices can be seen in the following ways:

Rishton Methodist Primary School Feedback Practices		
Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including whiteboards, book work etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of the teaching or the task May include highlighting / annotations according to the marking code 	<ul style="list-style-type: none"> Lesson observations / learning walks Some evidence of annotations or use of marking code / highlighting
Summary	<ul style="list-style-type: none"> Often takes place at the end of a lesson or activity Can be in response to what is seen in independent practice within the lesson with a pause and reshaping of a task Often involves groups or whole classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against an agreed set of criteria 	<ul style="list-style-type: none"> Lesson observation / learning walks Timetabled pre-and – post teaching based on assessment (P.L. and A.L. opportunities) Some evidence of self and peer assessment (purple pens)
Review	<ul style="list-style-type: none"> Takes place away from the point of teaching May involve written comments / annotations for pupils to read. Provides teachers with opportunities for assessment of understanding Leads to adaptations of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future, or immediate action 	<ul style="list-style-type: none"> Acknowledgement of work completed Written comments and appropriate responses / action Adaptations to teaching sequences when compared to planning Use of annotations to indicate future groupings

Marking

Aims

- Marking will be meaningful, manageable and motivating.
- Marking will serve a single purpose – to advance pupil progress and outcomes.
- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Be as positive as possible, and where necessary suggest a next step.
- Don't correct everything; focus especially on the target, objective, or success criteria or mistakes with the current year groups learning or prior year groups.

Purpose of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide constructive feedback about current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

When to Mark

- Marking (or review of work) should take place before the next lesson in that subject. For English and mathematics this will be on a daily basis but for other subjects it could be weekly. A marking key will be used.
- During the lesson- Effective marking can happen throughout the lesson.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, the marking code or greater written feedback. Where necessary the marking code may be added to in upper key stage 2 – these must be discussed and approved by the head teacher or deputy head teacher.

In the Foundation Stage, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code and symbols).

In Key Stage One and Two, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this is to be annotated with a tick or a double tick.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking Key

Work must be initialled with an S on the left of each piece of work, indicating if children have received support in achieving the desired outcome of the lesson. If work extends over more than one page, only the first piece of work needs initialling.

S – Supported work

Stamps and stickers cannot be used. Rewards can be provided through marking which falls in line with the behaviour policy and marking code, such as awarding team points.

All marking carried out by an adult must be made in black pen.

Rishton Methodist Primary School Marking Codes	
Annotation	Meaning
✓	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
~~~~~	<p>Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1, this will be underlined and may be accompanied by the correct spelling. Pupils in KS2 will ordinarily be expected to find the correct spelling using a dictionary (with support as necessary)</p> <p>At times in both Key Stage One and Key Stage Two, children may be asked to write the spelling correctly three times. Copying off an adult's example e.g. when x 3</p>
/	Finger space (Year 2 upwards only)
//	New paragraph needed here
^	Missing word
○	Incorrect grammar use or missing punctuation. Children will be expected to correct this.
.	Incorrect answer that needs editing (Maths only)
→	This will indicate a 'next step' for children and is to be used prior to the next step written comment.
	10 or 20 team points can be rewarded for great work. For those who receive 20 team points for <u>exceptional</u> work will also show their work to the Head Teacher or English Coordinator.
[ ]	Square brackets will be used to indicate where work does not make sense. (Year 4, Year 5 and Year 6)
	Boxes will be used to identify text that is in the incorrect tense. (Year 4, Year 5 and Year 6)
*	An astrix will be used to indicate where additional information needs adding to a sentence or paragraph. . (Year 4, Year 5 and Year 6)

## Presentation

At Rishton Methodist Primary School, we believe that maintaining a neat and well-presented exercise books is essential for fostering a sense of pride, responsibility, and achievement among our pupils. Neat presentation encourages attention to detail, improves focus, and helps create a positive learning environment as well as ensuring work can be read and followed for the purposes of marking and prior learning opportunities. To support these aims, we have established clear guidelines for the presentation of work.

### **Key Presentation Guidelines:**

#### **1. Titles and Dates:**

- All work should be dated.
- Titles must be underlined using a ruler.
- The date, P.L. and title will be laid out as follows:

	Date
	P.L.
	Title

#### **2. Corrections:**

- No Tippex, correction fluid or tape is allowed.
- No rubbers are allowed except when drawing graphs or in DT.
- Mistakes should be crossed out with a single, neat straight line – a ruler is to be used.

#### **3. Drawings:**

- All drawings in books must be completed using pencil.
- Pencil crayons may be used for colouring drawings but these are only when such activity will extend a pupil's knowledge. When tasks are set, question the value of a colouring activity towards the learning outcomes.
- Felt Tip pens may only be used on separate sheets that are stuck in but these are only when such activity will extend a pupil's knowledge. When tasks are set, question the value of a colouring activity towards the learning outcomes.

#### **4. Book Covers:**

- The front and back covers of books must remain free from drawings, doodles, or graffiti.

#### **5. Pens:**

- In Year 5 and Year 6 pupils are to use a blue ballpoint pen. Exceptions and variations may be agreed for left-handed pupils and those with SEN.
- Teachers may encourage the use of other colours for subject-specific tasks where pupils may be using a key to identify features.

#### **6. Learning Sheets:**

- Sheets must be glued in, ensuring they do not overhang the edges of the book.
- Children are to glue learning sheets in using a cross motion. Gluing from opposite corners.
- Each new topic unit of work must start with a knowledge organiser. This is to be slightly smaller than A4 and in colour.

## **7. Subject Specific Additions:**

- Books must follow the subject policy expectations regarding prior learning and after learning frequency.
- Vocabulary must be evident in children's work in line with the subject policies.
- Where technical vocabulary is given, these must be spelt correctly in children's work.