



MARKING AND FEEDBACK POLICY

(See also: Assessment Policy)

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Christ Church Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

1. INTRODUCTION

'The most powerful single moderator that enhances achievement is feedback.' (Hattie 1992)

Feedback can take many forms including: verbal or written marking, peer marking and self-assessment.

- 1.1. Marking then, is a subset of feedback – only one of the ways pupils can be engaged with the teacher in reviewing and assessing their work.
- 1.2. In March 2016 the Department for Education (DfE) commissioned an independent review of marking in schools in order to eliminate unnecessary workload in schools and take a fresh look at what constitutes best practice. This policy is based on the findings of this review and other current thinking.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

2. EFFECTIVE FEEDBACK

- 2.1. Effective feedback given to pupils through marking and reviewing work provides constructive steps for every pupil to ensure progress. It focuses on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.
- 2.2. Research suggests that **verbal feedback** is a **powerful** form of Assessment for Learning (AfL) and **marking** is most effective **in the presence of the child**. (Clarke, S 2014, Outstanding Formative Assessment)
- 2.3. We do not use stamps or write 'VF' to indicate verbal feedback has taken place.
- 2.4. For feedback to be effective it must answer these questions:
 - **Where am I going?** (What are the goals?)
 - **How am I going?** (What progress is being made toward the goal?)
 - **Where to next?** (What activities need to be undertaken to make better progress?)
- 2.5. Finding **time** for children to consolidate marking and feedback comments and to improve their work is vital. We have agreed that teachers will use their professional judgement when planning a lesson to decide when time will be set aside to respond to oral or written feedback.
- 2.6. Feedback should refer to the successes in the piece of work and on the improvements which need to be made.
- 2.7. **Outstanding feedback** focuses on:
 - The quality of the child's work and not comparisons
 - Identifying the strengths and ways work could be improved
 - The improvements and progress the child has made from previous work
 - Improvement not correction
 - It is irrelevant whether this feedback is given orally or in written form – the important thing is that the child understands and can act on the advice given

3. LEARNING OBJECTIVES and MARKING/FEEDBACK

- 3.1. Getting the learning objective right at the planning stage is important to the process of marking and feedback. The teacher should keep in mind the skills, concepts and knowledge they want the child to develop.



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- 3.2. There are two types of learning objective: things which need to be **taught** – skills, concepts, knowledge; **application** of the skills, concepts or knowledge.
- 3.3. Feedback and marking should mainly focus on responses to the learning objective for the lesson. Feedback may also include responses related to non-negotiables such as presentation and layout or secretarial skills in writing but these should not be the main foci.
- 3.4. Children must be told how the learning intentions for a topic/module/unit fit together. This does not mean that they need to write down or have recorded in their books, the learning objective or intention for every lesson. It means that the rationale for the learning should be shared – pupils need to know the point of what they are doing. Teachers can use a range of characters and acronyms to share learning objectives. e.g. Learning Objective (LO), puppets, dragons, dogs and cats. It does not matter how the learning objective is conveyed to the pupils, just that they know what they are learning.

4. SUCCESS CRITERIA (or the process of how to learn)

- 4.1. When children know and understand how they are going to learn something (success criteria) it means they have valuable learning tools which will make a considerable impact on progress.
- 4.2. Success criteria enable children to:
 - Keep track of what they have done and what they need to do in the required timescale
 - Know what the teacher expects from them
 - Self –evaluate against the success criteria
 - Be able to mark their own work or that of another child
 - Work in a group with the same success criteria
- 4.3. Success criteria should be co-edited with children wherever possible.

5. PRINCIPLES OF MARKING

- 5.1. We believe that effective marking is an essential part of the educational process. However, marking is not always written. At its heart marking 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. **This can often be achieved without extensive written dialogue or comments.**
- 5.2. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.
- 5.3. As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.
- 5.4. The report of the Independent Teacher Workload Review Group into marking stated that all marking should be **meaningful, manageable** and **motivating**.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.



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6. PROCEDURES AND PRACTICE AT CHRIST CHURCH

At Christ Church we have agreed that:

- 6.1. We will minimise the amount of 'deep marking' and provide verbal feedback whenever possible. It is pointless to write comments that do not move learning on just so a piece of work looks 'marked'.
- 6.2. The marking may consist of the teacher looking through a set of books and making notes on their lesson plan/jotter as to what the class need to cover next (this is where marking is closely linked with assessment for learning).
- 6.3. There does not have to be written marking or ticks on every piece of work. It should be for a purpose.
- 6.4. Teachers will use their professional judgement as to whether a written comment is needed or if verbal feedback would be more effective. It's also acceptable to just say 'well done, keep going'
- 6.5. Whenever possible teachers will only provide written feedback if they have worked with that child in the lesson and they do so there and then in the lesson.
- 6.6. We will 'deep mark' pupils' writing regularly to enable accurate teacher assessment records as required by the KS1 and KS2 teacher assessment frameworks. Teachers usually use the pink/green system for this (explained below)
- 6.7. In maths we will encourage children to mark their own work whenever possible.
- 6.8. If we spot a misconception in a pupil's work we act on it straight away, but each teacher will decide the best way of giving feedback.
- 6.9. Independent work will be looked at as soon as possible after the lesson in breaks so that misconceptions can be picked up and addressed in the afternoon session or the following morning in most cases.
- 6.10. Where the work is not independent because support has been given, this will be indicated in the marking so that the teacher will know this when looking for evidence for assessment.
- 6.11. Pink highlighter is used to help children spot where they can improve their work. Green highlighter is used to indicate a good feature of learning. "Think pink and great green."

7. EVALUATING THE QUALITY OF MARKING

- 7.1. Ask the following questions when evaluating the quality of **marking**. This ensures that evaluation of marking is always focused on children and learning, not the actions of the teacher:
 1. Do children **understand** what they have done well?
 2. Do children understand and are clear about **how to improve** their work?
 3. Are the children making **PROGRESS**?

8. SELF AND PAIRED MARKING

- 8.1. *'Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.'* (Assessment Reform Group 2002)
- 8.2. When children self-mark they put down their normal pencil and pick up a coloured pencil and spend a few minutes of every lesson self-marking.
- 8.3. Self-marking can be done in a number of ways including individually or as a group, as a whole class checking focus in relation to success criteria such as key spellings.
- 8.4. For self-marking to be effective children need to be trained how to self-mark which takes time.

Stages of Training for Self Marking (Individually at first)



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- Children identify success
- Children identify one place to improve and teacher writes improvement
- Children identify successes and makes immediate improvement to work

Golden Rules for Paired Marking

- Pairs should be roughly same ability
- Child should be given time to read and check their work before partner sees it
- The response partner must begin with a positive comment
- Both children need clearly defined roles
- Response partner needs time to reflect on their work which is best achieved by the author reading out their work
- The author should make the marks on their work as a result of the paired discussion
- Teachers need to remind children of the focus for the work - learning intention and success criteria
- Improvement suggestions should be verbal and not written

9. MONITORING AND REVIEW

This policy will be reviewed every three years or sooner as necessary.



Exemplar Learning Objectives and Success Criteria

Learning Objective	Success Criteria
1. To be able to count a set of objects reliably	<ul style="list-style-type: none">• Count one by one• Move each one as you count it• Put them in a line to check
2. To measure accurately to the nearest centimetre and record	<ul style="list-style-type: none">• Start from zero• Round up or down• Record the unit
3. To be able to write instructions	<ul style="list-style-type: none">• Write everything in the correct order• Use bullet points, numbers etc.• Use a verb to start each
4. To write complex sentences.	<ul style="list-style-type: none">• Use appropriate connectives• Include main and subordinate clauses• Vary the position of the sub-clause for effect



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Marking and Feedback summary

Agreed Procedure:

- The rationale for learning should be shared with pupils so that they know the point of what they are doing. Teachers can use a range of characters and acronyms to share learning objectives. E.g. LO (Learning Objective), , puppets, dragons, dogs and cats
 - Feedback refers to the successes in a piece of work and to improvements which need to be made
 - Feedback focuses on the quality of the child's work and not comparisons; ideally it focuses on improvements and progress the child has made from previous work
 - Feedback and marking focus mainly on responses to the learning objective for the lesson; it may also include responses related to non-negotiables such as presentation and layout or secretarial skills in writing but these should not be the main foci
 - Feedback on children's work may be written (marking) or oral; it is an interaction between teacher and pupil which acknowledges children's work, checks outcomes and aids decisions about what teachers and pupils need to do next
- 9.0. Marking may consist of the teacher looking through a set of books and making notes on their lesson plan/jotter as to what the class needs to cover next (this is where marking is closely linked with assessment for learning)
- 9.1. There does not have to be written marking or ticks on every piece of work. It should be for a purpose
- 9.2. Teachers will use their professional judgement as to whether a written comment is needed or if verbal feedback would be more effective; it is also acceptable to say 'well done, keep going'
- 9.3. Whenever possible teachers will only provide written feedback if they have worked with that child in the lesson; this can be given there and then in the lesson
- 9.4. Teachers 'deep mark' pupils' writing regularly to enable accurate assessment records as required by the KS1 and KS2 teacher assessment frameworks; teachers usually use the pink/green system for this (explained below)
- 9.5. In maths teachers encourage children to mark their own work whenever possible
- 9.6. If teachers spot a misconception in a pupil's work it is acted on straight away, but each teacher will decide the best way of giving feedback
- 9.7. Independent work will be looked at as soon as possible after the lesson, in breaks, so that misconceptions can be picked up and addressed in most cases in the afternoon session or the following morning
- 9.8. Where the work is not independent because support has been given, this will be indicated in the marking so that the teacher will know this when looking for evidence for assessment
- 9.9. Pink highlighter is used to help children spot where they can improve their work; green highlighter is used to indicate a good feature of learning: "think pink and great green"
- Time may be set aside in lessons for children to respond to oral or written feedback, according to the professional judgment of the teacher

Self and Paired Marking:

- 9.10. Children may be trained to self-mark
- 9.11. When children self-mark they put down their normal pencil and pick up a coloured pencil and spend a few minutes of every lesson self-marking
- 9.12. Self-marking can be done in several ways including individually or as a group or as a whole class checking focus in relation to success criteria such as key spellings.

In Paired Marking:



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- Pairs should be roughly same ability
- The child should be given time to read and check work before a partner sees it
- The response partner must begin with a positive comment
- Both children need clearly defined roles
- The response partner needs time to reflect on the work which is best achieved by the author reading out their work
- The author should make the marks on their work as a result of the paired discussion
- Teachers need to remind children of the focus for the work - learning intention and success criteria
- Improvement suggestions should be verbal and not written

Success Criteria:

1. Do children understand what they have done well?
2. Do children understand and are clear about how to improve their work?
3. Are the children making progress?