



St Stephen's
CE Primary School

Feedback, Marking and Presentation Policy

Date of Sign Off: February 2025

Date of Review: July 2027



"Learning, loving and growing together as God's children"

Our *vision* is about celebrating the uniqueness of every individual, inspiring a life long love of learning and experiencing life in all its fullness. It is rooted in John 13:34:

"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another."

- Our school will be a place where:
- everyone feels safe, welcome and valued.
- everyone feels excitement, joy and challenge through developing their God-given gifts to achieve.
- everyone flourishes and excels, grows in character, faith and wisdom and develops hope and aspiration.
- everyone is equipped to move on in their journey with confidence, resilience and motivation.
- In partnership with others we seek to serve and make a valuable contribution to God's world.

Statement of intent

St Stephen's CE Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- 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, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality appropriately timed, focuses on the task, subject, foundations, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback and ask questions.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including home learning.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to action any suggested improvements.
- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, SLT will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Clarity and consistency of marking across the school

- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given time to reflect on their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

- Rewards will be given to pupils in the following ways:
- Dojo points, stickers, stamps, smiley faces placed on work
- Praise in front of whole class or from another member of staff
- Displaying excellent work around the classroom
- Message/ phone call to parents
- Verbal praise in a one-to-one setting
- Star of the lesson, remarkable learner or superstar of the week

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

6. Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
- Rectifying a misunderstanding.
- Reinforcing a skill or piece of information.
- Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via email or through the school's e-learning platforms: Ed Shed or TTRS.

8. Improvement plans

The headteacher will conduct reviews of marking and feedback by distributing surveys to teachers, asking example questions:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The headteacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking example questions:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the headteacher will create a marking and feedback next steps.

Teachers will pass any concerns regarding the school's marking and feedback practices to SLT.

Teachers' marking and feedback will be reviewed by SLT on a termly basis to ensure that practices are consistent and effective.

- Teachers will submit five books from their class for cross-checking.
- A staff meeting will be dedicated to marking and feedback yearly for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

9. How we mark

At St Stephen's marking and feedback should:

- be constructive;
- be related to needs, attainment and ability;
- be related to specific learning objectives, as highlighted in every lesson's learning objective (LO) which the pupil should know in advance;
- if needed, be accompanied by verbal comments;
- follow consistent practice throughout the school;
- ensure that pupils know how well they are doing and what they need to improve to make further progress;
- provide pupils with opportunities to assess their own work and that of others;
- be consistently up-to-date.

How we mark:

- all markers use pink pen;
- when editing, marking or correcting their own work, children use green pen;
- when peer marking, children use purple pen;

'Mistakes' and Errors:

A 'mistake' is something a pupil can do, and does normally do correctly, but has not on this occasion and an 'error' occurs when answering a question about something that a pupil has not mastered or has misunderstood. If a pupil is judged to have made a mistake, it should be marked as incorrect but the correct answer should not be provided.

Where errors result from an underlying misunderstanding or lack of knowledge, it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding. Simply marking the error incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they had done wrong.

A key consideration is clearly the act of distinguishing between errors and mistakes. Where markers are unclear, incorrect work should be marked as an error.

Success Criteria:

The main purpose of success criteria is not to track improvement over time, but to help bring about that improvement by encouraging pupils to self-assess, edit and improve their own work, and set their own challenges and targets.

Success criteria:

- should be clear, relevant and measurable definitions of success;
- describe how the teacher and pupils will know they have been successful in achieving the learning;
- use words that emphasise knowing, learning, thinking or using skills;
- should be linked closely to the learning intention but separate from it;
- should match closely the evidence of learning i.e. what learners say, write, make or do;
- should be negotiated with the pupils from the outset to help them engage better in their own learning and give them ownership;
- should provide a scaffold and focus for pupils while engaged in the activity;
- should be used as the basis for feedback and self and peer assessment.

In generating success criteria teachers should avoid:

- repeating the learning intention in the success criteria;
- describing the task as the success criteria;
- naming the end-product as the success criteria;
- giving the answer to the problem in the success criteria';
- giving the number of right answers you want;

Marking Symbols:

In order to speed up the process of marking, the marking symbols below may be used in addition to the aforementioned.

<u>MARK</u>	<u>MEANING</u>
/	You got it right
.	Incorrect – check and change your answer
I	Independent work
S	Worked with teacher or TA support
GW	Group work
PW	Paired work
sp	Spell this correctly (correct spelling may be written for some children)
^	Put an effective word here
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
CL	Capital letter missing or in the wrong place
//	New paragraph needed
p	Punctuation missing or used incorrectly

Verbal feedback and discussion with pupils is presumed, therefore there is no need to record it.

Presentation of work:

In the front of their English and Maths books, children have a presentation promise which sets out expectations for presentation and learning. Children are also reminded of expectations in each lesson. For example:

- handwriting should conform to the handwriting policy (see policy file);
- work is set out using DUMTUMS;

Date
Underline
Miss a line
Title (or LO)
Underline
Miss a line
Start

- pupils write the date on the right-hand side of the top line. The full date should be written for any work in English and in foundation subjects where any writing is to be completed. The short date should be used for mathematics, worksheets, drawings and diagrams in the DD.MM.YYYY format;
- drawing and diagrams should be completed in pencil using a ruler for straight lines.

Marking and Feedback in the Early Years Foundation Stage:

In the Foundation Stage, marking and feedback strategies include:

- verbal praise;
- stickers and stamps;
- written annotations, short and narrative observations;
- written feedback should always be completed with the child;
- annotation of work and photographs by staff;
- children beginning to annotate their own work and pictures;
- oral dialogue with children about their play, work or special books.

10. Monitoring and review

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored at least termly by the SLT and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, the SLT will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

SLT and when appropriate, subject leaders will monitor subject specific marking as part of their monitoring role.

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