



Marking and Feedback Policy

Committee with Oversight for this Policy – Standards Teaching & Learning	
Policy to be approved by the Headteacher	
Policy last reviewed by the Standards Teaching & Learning Committee	27/01/2023
Policy last ratified and adopted by the Headteacher	27/01/2023
Policy due for review	January 2026

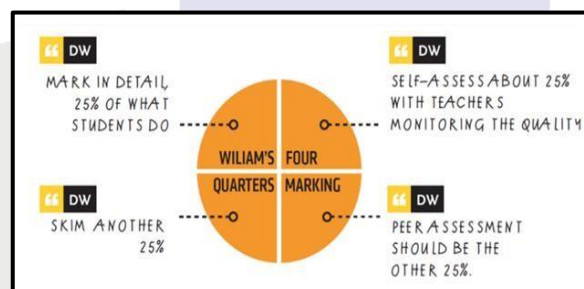


Perivale Primary School Marking and Feedback Policy

Introduction

This Marking and Feedback Policy has been updated in accordance with The DfE document on Teacher Workload in relation to marking published in 2016 (*please see link below*). It aligns with Dylan Williams 'Four Quarters of Marking'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf



Dylan Williams 2017

At Perivale Primary School work in books should reflect the learning journey of each child. Written and verbal comments provide constructive feedback to every pupil, focusing on success and improvement against learning objectives. This enables pupils to become reflective learners who take care to act upon advice in order to improve learning outcomes. Every piece of work should be acknowledged, and feedback provided through peer, self or teacher assessment (both written and verbal). Peer and self-assessment should be modelled and monitored by the class teacher to ensure consistency and high standards of feedback. Any written feedback should be acted upon, by the children, during Directed Independent Reflection Time (*DIRT Time*). All work should be marked in cursive handwriting to model standards.

We want all children to make good or better progress and develop positive attitudes towards their learning therefore feedback to students, whether verbal or written, is imperative to ensure this happens.

The aims of our marking feedback should:

- Empower every pupil to close the gap between current and desired performance through positive, constructive feedback.
- Focus on success and improvement against learning objectives.
- Enable pupils to become independent and reflective learners.
- Develop children's self-esteem and motivation by valuing effort and achievement.
- Monitor progress and inform teacher planning for the next stage of learning.

The following policy outlines our specific marking and feedback guidelines and a breakdown of the key components of effective marking and feedback. The document seeks to provide clarification around how we provide feedback in children's workbooks and should be used by all staff, including visiting teachers.

Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why this specific learning is important – 'the bigger picture'. It is therefore imperative that pupils know the learning objective of each lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.** The objective for the lesson must be clear and concise. It must start with the word 'To' and this must be followed with an active verb (analyse, write, calculate).

Examples of good learning objectives are:

- To describe a setting
- To analyse how the water cycle works
- To subtract using column method

Feedback will assess how well children have achieved the learning objective for that lesson.

Success Criteria



The use of success criteria has the most impact on learning when they can be used by the children to provide guidance, to assess the quality of their independent work and for them to know what they need to do to achieve success.

- Success criteria can be generated by the teacher, but it has been recognised that where children generate the success criteria together with the teacher they gain more ownership over the learning with positive results. This is reflected in the 'Tell Me' part of the teaching and learning cycle, where children generate success criteria after teacher modelling has taken place.
- Success Criteria are often most effective when they take the form of 'steps' when teaching a process - for example long division - or 'ingredients' when teaching a skill which includes different elements - for example a description of a character.

Success Criteria checklists should be in core subjects to enable progress measure and are used in self/peer assessment and teacher assessment.

In KS1, success criteria take the format of 'I can...' statements with more flexibility and teacher discretion around this in KS2.

Written Feedback

Feedback is known to have a powerful impact on learning and is most effective *within lessons* so that children can respond to it and correct mistakes or improve their work, deepening their understanding at the point of learning. Feedback within lessons also allows misconceptions to be uncovered and addressed early on. This is also known as '**Responsive Teaching**', or '**Assessment in the Moment**'.

However, it is not always possible to provide feedback to every child in each lesson and therefore this is why DIRT Time (Directed Independent Reflection Time), should be built into weekly lesson planning to give children a chance to read and respond to teacher feedback.

All teacher feedback will be completed with a green pen with the additional use of a green and pink highlighters to indicate the need for improvement (pink highlighting) or a successful outcome (green highlighting).

Pupil responses to teacher marking is made in purple pen. DIRT Time is regularly provided so that pupils have the opportunity to reflect on areas for improvement, successful outcomes and respond to the next-step prompts.



Teacher handwriting should be neat and legible, and cursive to model high standards.

Teachers employ a range of marking symbols listed in this policy. (*Appendix 1 and Appendix 2*).

Deep Marking

Deep marking is used to highlight success and includes a comment, question or challenge to move learning forward. Deep marking is completed by class teacher at least once per week for Reading, Writing and Maths. Deep marking is used towards the end of a defined unit of work in Science and other Foundation Subjects (where learning is planned and taught in units). However, teachers may annotate pupil outcomes more frequently in foundation subjects depending on particular individual, group or class learning needs. Each piece of work should also be acknowledged to show if the Learning Objective has been met in that each lesson.

1. English (including SPaG and Reading)

English lessons are marked on a daily basis (based on achieving the Learning Objective) and skim marking.

Pupil written outcomes are marked in detail in accordance with 'deep marking' principles at least once per week. Teacher comments should include a range of next-step prompts over the course of the term.

Examples:

1. A reminder prompt (Where should you have added in full stops or capital letters?)
2. A scaffold prompt (What was the character doing? Describe the expression on their face.)
3. An example prompt (Choose one of these adverbs to start your sentence: cautiously, generously, nervously)
4. An extension prompt (Include a fronted adverbial for one of your sentence starters – write out below)

2. Maths

Maths outcomes are marked on a daily basis (based on the Learning Objective). Work is recorded in books at least 3 times per week. Deep marking is used at least once per week. Teacher comments should include a range of next-step prompts over the course of the term.

Examples:

1. A reminder prompt (Where should the larger number be when you are subtracting?)
2. A scaffold prompt (Use your number square to find 10 more than...)
3. An example prompt (Set your work out like this... to improve your accuracy)
4. An extension prompt (Try estimating before you calculate...? Can you find 12 more than...?)



Verbal Feedback

Verbal feedback is a regular feature of every day effective classroom practices and provides an immediate response to move pupils' learning forward. Verbal feedback relates directly to success criteria and/or individual pupil targets and may be provided at any point during the teaching process to address individual, group or class learning and to optimize progress. If children are acting upon verbal feedback given by the teacher, another adult or a peer then this should be completed using a purple pen. When verbal feedback is provided the correct marking symbol should be written in the children's workbook.

- Guide children to correct or improve their work – a 'VF' symbol can be used to show that this was a result of teacher feedback
- Focus on being constructive and provide clear information to help pupils take the next steps in their learning e.g. 'even better if' or 'next steps' suggestions.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said). If whole class verbal feedback is given then children can write the 'VF' symbol themselves. Peers may also provide each other with Verbal Feedback and again 'VF' symbol can be used.
- Whole class or group marking of one piece of work using a visualizer can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- Where independent work involves closed questions with answers, such as in Maths or grammar, adults can mark within the lesson (no more than twice per week), so that children receive immediate feedback, and have the opportunity to respond and correct their work straight away.

Self or Peer-Marking

Marking can also be completed by children themselves or through self or peer-marking. Where work involves closed problems, answers can be provided for children to mark their own or their peers work during the lesson but they should use purple pen to distinguish their marking from adult marking. Whole class marking should happen no more than twice per week due to the time it takes away from specific learning time within the lesson. Where marking has been carried out within the lesson, the teacher should review the work at the end of the day and indicate the correct symbol to reflect children's understanding. This will help to inform teaching for the next lesson.

An alternative approach to this involves children marking their work without being given answers, by comparing their work with partners or groups. Where their answers differ this can lead to high quality discussions between peers as they work out who is correct and how they know, and strengthens peer to peer support.

Self or peer-assessment can be a highly effective tool for children to take ownership over their learning. It further encourages students to be cooperative, responsible and reflective learners who are engaged in their own learning journey. For self and peer assessment to be highly



effective, training must be carried out and high expectations set. Time needs to be built into the lesson to allow for effective peer or self-assessment to take place.

When specific, success criteria is provided, children can use them both as a guide and as a tool to reflect on whether they have achieved all the criteria. They can do this independently or with a peer, or even as a group.

Children can use verbal feedback to peers (indicating with 'VF' symbol, highlighters as above, or write comments on post-it notes. Comments should relate to the SCs and should include What Went Well (WWW) as well as Even Better If (EBI) targets.

Children should feedback to their teacher and each other about how they understood the learning through the use of traffic lighting their work.

Directed Independent Reflection Time (DIRT) TIME

As reflective learners, children are encourage to develop positive attitudes towards mistakes or errors, seeing them as opportunities to learn and grow. When an area of difficulty is mastered, this can result in powerful, deep learning and can help to develop a growth mindset and self-confidence.

- DIRT Time should be built into lessons at least once per week for children to reflect on the feedback given and respond to their next steps. Self-correction is an important element of learning and once revisited can lead to a breakthrough in understanding.
- Children correct or improve their work using a purple pen to show the progress made through directed feedback.
- GAP tasks, recap tasks or challenge questions are used for children to reflect on previous learning.

General Marking Guidelines

All written comments should be neat, cursive and written in a green biro. Teachers should reflect expectations of the children's presentation through their own presentation.

Adults then use a green pen to mark children's answers with either a tick if correct or a dot where there is an error.

Marking, where possible, should be completed within the lesson however where teachers mark within lessons, they should be careful to ensure time spent is in proportion to the impact on learning.

Marking should always be in accordance with the learning objective for that lesson and shared success criteria.

Pupils need to be given time to read and respond to written comments (DIRT Time) and sufficient time should be given to correct, redraft, edit, add and respond to feedback (DIRT Time). In lessons following quality marking, children should be given a minimum of 10 minutes to be able to do this.



Comments written should be age and ability appropriate and be able to be read by children.

Spelling should be marked focusing on the first 100 high frequency words, and other related topic words. Incorrect spellings should be written below a piece of work (max of 3). The children should be given time to re-write the spellings correctly, and encouraged to check these specific spellings in later work.

Work marked by someone other than the class teacher should be initialed next to the learning objective e.g. TA – teaching assistant ST - supply teacher.

Work marked by the **children** should be in **purple pen**.

In-depth marking is not expected to be completed more than once a week in maths and English unless the teacher feels it is necessary.

In-depth marking for English includes use of green highlighters to show WWW and pink for an EBI, marking symbols (Appendices 1 and 2) and/or an actionable comment.

In Maths in-depth marking may be ticks or dots, and an actionable comment, for example a scaffolded problem or worked example, or a challenge if children have been very successful and should also include the use of highlighters.

Learning Objectives should always have the correct symbol beside them in accordance to the symbols in Appendix 1 and Appendix 2.

Homework does not need to be marked in depth. The learning objective must be highlighted according to the level of understanding and the work can be marked with a tick or a dot.

EYFS In Early Years, any work completed by the children is uploaded and assessed through Tapestry. Children have writing books which will be marked using the KS1 marking symbols. Staff in early years will use the whole school colours - green and pink. Teachers may also use individualised stickers, stamps as they see appropriate.

Monitoring

Monitoring will be undertaken both formally and informally to ensure that the policy is being followed. Informally may be through a learning walk or impromptu book look.

Formal monitoring of books will be undertaken by Senior Leadership Team, Phase Leaders, Middle Leaders and Subject Leaders as part of their whole school monitoring schedule.

Appendices

Appendix 1 – KS1 Marking Key




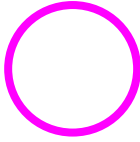




Appendix 2 – KS2 Marking Key



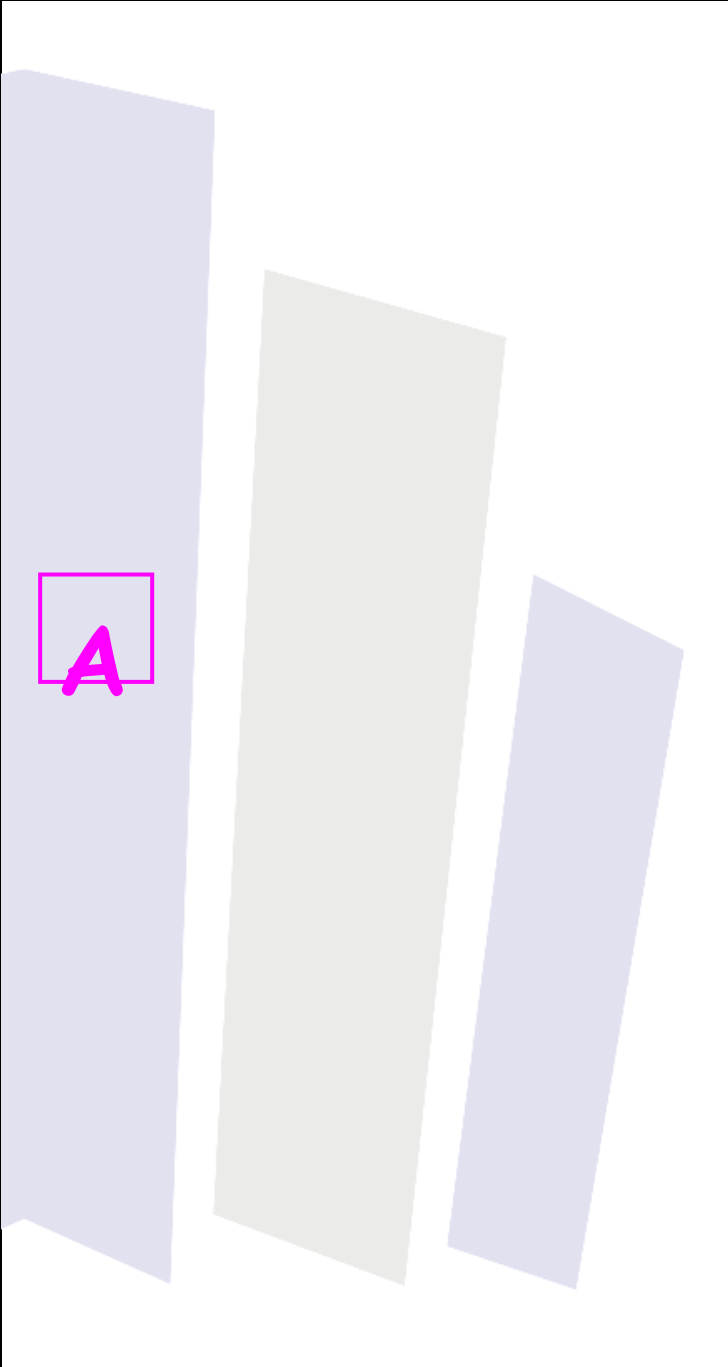




Appendix 3 – Examples of Marking (Good Practice)

Appendix 1


Marking Symbols – KS1

<p>LO </p>	<p>Learning Objective Met</p>	<p></p>	<p>Next Steps Pink for think</p>
<p>LO </p>	<p>Learning Objective partially met</p>	<p> </p>	<p>Challenge <i>(May be in the lesson of during deep marking)</i></p>
<p>LO?</p>	<p>Learning Objective not met</p>	<p></p>	<p>Correct equation/answer</p>
<p></p>	<p>Highlight anything positive</p>	<p></p>	<p>Incorrect equation / answer</p>







<p>SP</p>	<p>Check your spelling <i>(SP in margin and word underlined in pink. Word rewritten underneath for children to copy 3 times)</i></p>		<p>Add a capital letter</p>
<p>^</p>	<p>You missed out a word</p>		<p>Punctuation missing</p>
<p>//</p>	<p>New Paragraph</p>		<p>Supported/Independent Work</p>
	<p>Use finger spaces between each word</p>		<p>Verbal Feedback Given</p>



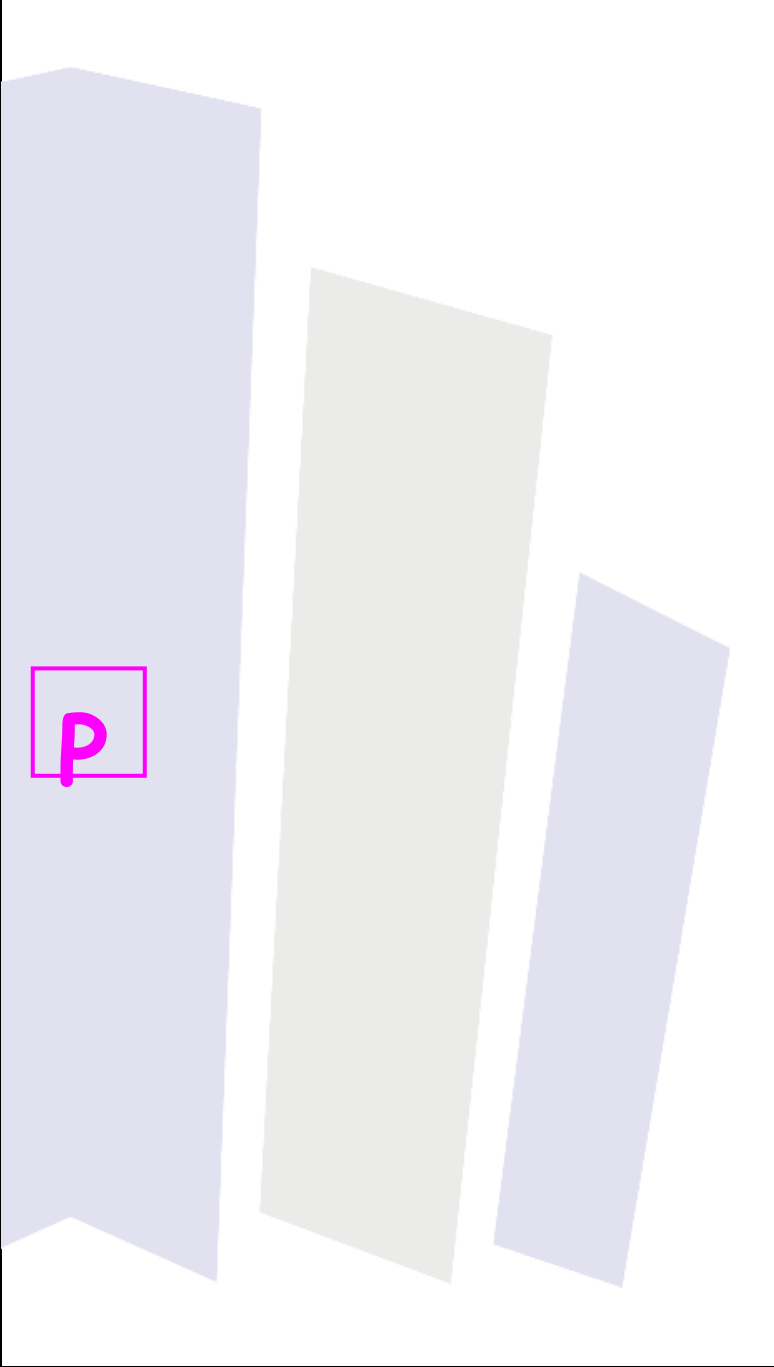

	<p>This does not make sense</p>	<p>HLTA, LP <u>or</u> ST</p>	<p>Marked by HLTA, Learning Partner or Supply Teacher</p>
---	--	----------------------------------	--

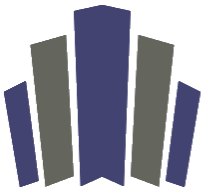
Appendix 2

Marking Symbols - KS2

<p>LO ✓</p>	<p>Learning Objective Met</p>	<p>N/S</p>	<p>Next Steps/Pink Think (Children must action comment during lesson in DIRT Time)</p>
<p>LO →</p>	<p>Learning Objective partially met</p>		<p>This does not make sense</p>
<p>LO?</p>	<p>Learning Objective not met</p>		<p>Correct equation/answer</p>
<p>SP</p>	<p>Check your spelling <i>(SP in the margin and word underlined in pink. Word rewritten underneath for children to copy 3 times).</i></p>		<p>Incorrect equation/answer</p>
<p>^</p>	<p>Missing Word</p>		<p>Insert a capital letter</p>



<p style="text-align: center; color: pink; font-size: 2em;">T</p>	<p>Incorrect tense <i>(T in the margin and word underlined in pink).</i></p>		<p>Punctuation Miss</p>
<p style="text-align: center; color: pink; font-size: 2em;">//</p>	<p>New Paragraph</p>	<p style="text-align: center; color: green; font-size: 2em;">(S) (I)</p>	<p>Supported/Independent Work</p>
<p style="text-align: center; color: pink; font-size: 2em;">C</p>	<p>Challenge <i>(May be in the lesson of during deep marking)</i></p>	<p style="text-align: center; color: green; font-size: 2em;">VF</p>	<p>Verbal Feedback Given</p>
	<p>Highlight anything positive</p>	<p style="text-align: center; color: green; font-size: 1.5em;">HLTA, LP <u>or</u> ST</p>	<p>Marked by HLTA, Learning Partner or Supply Teacher</p>



PERIVALE
PRIMARY SCHOOL

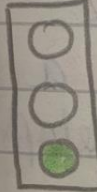
Appendix 3

Examples of Good Practice



Example 1: Self, Peer & Teacher Marking

* Well formed and justified reasons! :)
 * Great use of formal, technical language.
 • More varied and interesting paragraph openers.

SELF ASSESSMENT	WHAT THE READER THINKS
 I am confident with this.	Person if reader, their w MY TURN 1) The hot 2) The whi

Peer Assessment

* You have done neat handwriting
 * You have done 5 great true (non-fiction) sentences
 • Try to make your capital letters bigger
 Peer Assessed by: Kadi

Example 2: Correcting Spelling Mistakes

~~sp~~ deafening deafening
 deafening
 deafening

Example 3: Providing Success Criteria

Title shows what the text is about. Often uses "How..." or "Why..."	Rhetorical questions are used.
Opening paragraph introduces the topic or idea.	Strong/ Emotive adjectives challenge the reader to disagree.
Cause and effect conjunctions logically link points to supporting details.	Opinion presented as facts.
Final paragraph (conclusion) links back to the opening.	Ambiguous phrases (e.g. 'probably', 'almost certainly')
Only one side of the topic is discussed (either for or against the idea).	Present tense verbs.
Each point is elaborated with detail and examples.	Technical Vocabulary

FAST FINISHERS 09.10.19



Feature	Included	Comment on how effectively you've done it.
Have you included all of these things?		
1 Clear introduction A clear introduction with at least 3 macro-sentences	✓	
2 Linking sentence A linking sentence leading from the introduction.	✗	
3 Micro paragraphs At least 3 micro paragraphs.	✓	
4 Conclusion An appropriate conclusion stating your opinion.	✓	
5 Cause and effect connectives At least two 'Cause and Effect' connectives *on google classroom	✗	
6 Openers At least two openers from the word mat. *on google classroom	✓	
7 A rhetorical question	✓	
8 A statistic *feel free to make it up	✓	
9 Paragraphs Minimum of five paragraphs.	✓	
10 Include a Super Sentence	✓	The more, the more
11 Neat, legible and cursive handwriting	✓	

Friday 15 November 2019
L.O. to write a poem
The playground of sadness

alliteration

In the playground of sadness, there was only a slide of stickiness, a pond of puking pigs and a tree of tears.

In the playground of sadness, there was only the sound of crying children, the smell of rotting oranges, as more and more children began to fight and the screaming souls of the dead increased in volume.

In the playground of sadness, there was only the monkey bars of blisters, the climbing frame of gears and the stage of horrors.

In the playground of sadness, a magical magician came to visit, made every child scream and shout "hooray! Happiness has arrived!"

handwriting

In the playground of happiness, the trees danced in the wind, the pond of puking pigs became the ocean of imagination and the playground was filled with joy and laughter.

