



A Culture of Achievement where All Can Succeed

Marking & Feedback Policy 23-24

Feedback

At Guildford Grove Primary School, we believe that the feedback process is a crucial component of high-quality teaching and learning across all phases and subjects. We try to foster a culture where feedback is welcomed and acted upon by both pupils and staff. All feedback is carried out in order to advance pupil learning and progress. Our *Feedback Cycle (Appendix A)* has been created using evidence-informed research. *

Principles

Feedback and marking should:

- ✓ Support pupil progress and move the learning forwards;
- ✓ Where appropriate, relate to the learning objective/success criteria;
- ✓ Close the gap between where the pupil is and where they are expected to be;
- ✓ Be motivating, clear and understood by the child;
- ✓ Highlight areas for development/improvement/correction as well as highlighting areas where the child has been successful;
- ✓ Inform future planning and target setting;
- ✓ Be meaningful and manageable for both staff and pupils.

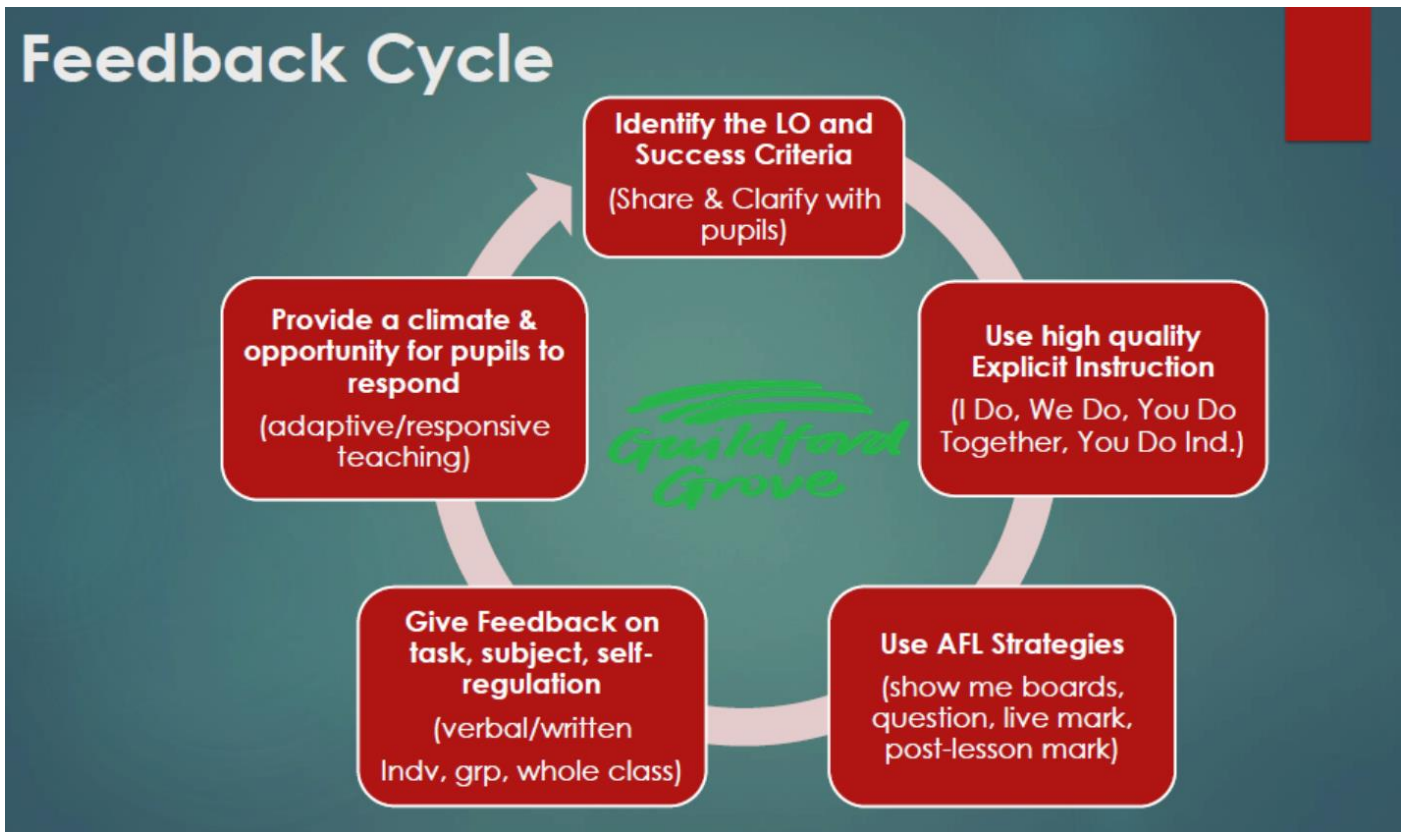
Feedback Expectations (Maths, Literacy & Reading)

- ✓ Green pen will be used in books by adults to enable pupils to easily identify any written marking and feedback;
- ✓ Verbal feedback (or signing for deaf pupils) is expected to be given by adults in all lessons but does not need to be recorded (although codes or annotations may be used for live marking, if appropriate);
- ✓ Maths workbooks will be marked daily with a tick or dot (*see Appendix B for full details*);
- ✓ Literacy books will be marked once a week using codes/highlighters (*see Appendix C for full details*);
- ✓ Reading books will be marked once a week using codes (*see Appendix D for full details*);
- ✓ Time will be planned in for pupils to respond to feedback;
- ✓ Pupils will edit (polish), mark and improve their work using purple pens (purple pens for self-correcting will start from Yr2 upwards);
- ✓ Feedback can be undertaken by the Class Teacher, TA or the pupils themselves via self-assessment or peer assessment depending on the nature of the task and the pupils' ability to respond.

Feedback Expectations (Science & Wider Curriculum Subjects)

- ✓ **Live marking** in Science and foundation subjects, alongside concurrent feedback, is an expectation during any lesson where pupils' outcomes are written (*see Appendix E for full details*);
- ✓ Green pen will be used in books by adults to enable pupils to easily identify any written marking and feedback;
- ✓ Pupils will edit and improve their work using purple pens (purple pens for self-correcting will start from Yr2 upwards);
- ✓ Verbal feedback (or signing for deaf pupils) is expected to be given by adults in all lessons but does not need to be recorded (although codes or annotations may be used for live marking, if appropriate);
- ✓ Post-lesson marking is not an expectation; teachers should however, aim to have a regular oversight of the class' books in order to inform whole class feedback and future planning.

APPENDIX A: Guildford Grove Feedback Cycle



***Our Feedback Cycle is based on guidance from the EEF following their research on [‘Teacher Feedback to Improve Pupil Learning’](#).**







APPENDIX B: GUIDANCE FOR MATHS FEEDBACK

- ▶ **Pupils' maths workbooks will be marked in order to inform either individual, group or whole class feedback as an important part of 'responsive teaching' and 'flexible grouping';**
- ▶ **Marking in Maths workbooks (either in or after the lesson) involves a tick for correct answers or a dot for incorrect answers;**
- ▶ **The teacher will add their initials at the end of the marking and the TA should add 'TA' for the pupils they have been working with;**
- ▶ **Teachers will use their professional judgement about when workbooks can be self-marked by pupils and when whole class feedback may suffice in replacement to marking;**
- ▶ **Teachers will create 'Feed Forward Piles' as a system when marking the books, where appropriate – the teacher decides on what criteria/feedback the piles will inform for the next day's learning and they will communicate this to any other supporting adults;**
- ▶ **Teachers will use their knowledge of the children and their own professional judgement about how & when pupils will act upon feedback, For example:**
 - ask pupils to choose one/two of their incorrect answers and see if they can correct them independently
 - give verbal feedback to individuals/a group before continuing (or signers will sign feedback)
 - provide a 'stretch & challenge question/resource' for specific pupils
 - re-teach any concepts or provide some over-learning to certain groups
- ▶ **Teachers will provide regular opportunities for pupils to respond to feedback in order to close the feedback loop**

APPENDIX C: GUIDANCE FOR LITERACY/WRITING FEEDBACK

- ▶ Writing (using the main 'piece' that has been created by each child) will be marked approximately once a week, using the teacher's discretion;
- ▶ PHASE SPECIFIC MARKING CODES (attached below) will be used as a form of feedback to pupils. These will be understood by all stakeholders.
- ▶ Teachers will create 'Feed Forward Piles' as a system when marking the books, where appropriate – the teacher decides on what criteria/feedback the piles will inform for the next day's learning and they will communicate this to any other supporting adults;
- ▶ Teachers will use their knowledge of the children and their own professional judgement about how & when pupils will act upon feedback;
- ▶ Purple pens should be used from Y2 onwards to edit & improve writing;
- ▶ Teachers will provide regular opportunities for pupils to respond to feedback in order to close the feedback loop

Writing Marking Codes *

EYFS	<p>AL – Adult led CI – Child initiated S – Support C – Core E – Extension</p> <p>✓ ✓ Learning objective exceeded ✓ Learning objective achieved ● Learning objective achieved with support</p> <p>When working with children to complete adult led tasks, the adults will provide individual feedback based on the task, subject or child's self-regulation. The child will work on this feedback in the moment with the adult's guidance.</p>												
Year 1	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="4" style="background-color: #FFD700;">what's missing?</td> </tr> <tr> <td style="background-color: #FF8C00; font-size: 2em;">A</td> <td style="background-color: #FF8C00; font-size: 2em;">.</td> <td style="background-color: #FF8C00;"></td> <td style="background-color: #FF8C00;"></td> </tr> <tr> <td style="background-color: #FF8C00;">capital letter</td> <td style="background-color: #FF8C00;">full stops</td> <td style="background-color: #FF8C00;">finger spaces</td> <td style="background-color: #FF8C00;">on the line</td> </tr> </table> <p style="background-color: #FFD700; padding: 2px;">golden moment – highlighted against the success criteria</p> <p style="background-color: #00B0F0; padding: 2px;">spelling** to be introduced beginning of summer term</p> <p>S – supported by a TA or CT I – when a supported piece of work has been attempted independently T – target evidenced</p>	what's missing?				A	.			capital letter	full stops	finger spaces	on the line
what's missing?													
A	.												
capital letter	full stops	finger spaces	on the line										

Year 2	<p>? what's missing P – punctuation CL – capital letter</p> <p>**pictorial representations may be required at the beginning of Y2 however Y2 children do need to use P & CL codes after the autumn term to account for the range of punctuation that Y2 children should be familiar with.</p> <p>golden moment – highlighted against the success criteria</p> <p>spelling</p> <p>S – supported by a TA or CT I – when a supported piece of work has been attempted independently T – target evidenced</p>	
Year 3, 4, 5, 6	<p>Sp – spelling P – punctuation CL – capital letter ~ - with a brief note to clarify what needs to be checked eg. tense, sense golden moment – highlighted against the success criteria S – supported by a TA or CT I – when a supported piece of work has been attempted independently T – target evidenced</p>	

* A 3, 2, 1 approach will be taken to providing feedback using marking using codes to ensure that children are not overwhelmed with copious marking and have positive attitudes towards feedback. This will vary depending on the amount of written work that has been created and teachers should use their professional judgement regarding the amount of marking that is done.

APPENDIX D: GUIDANCE FOR MASTER READER FEEDBACK

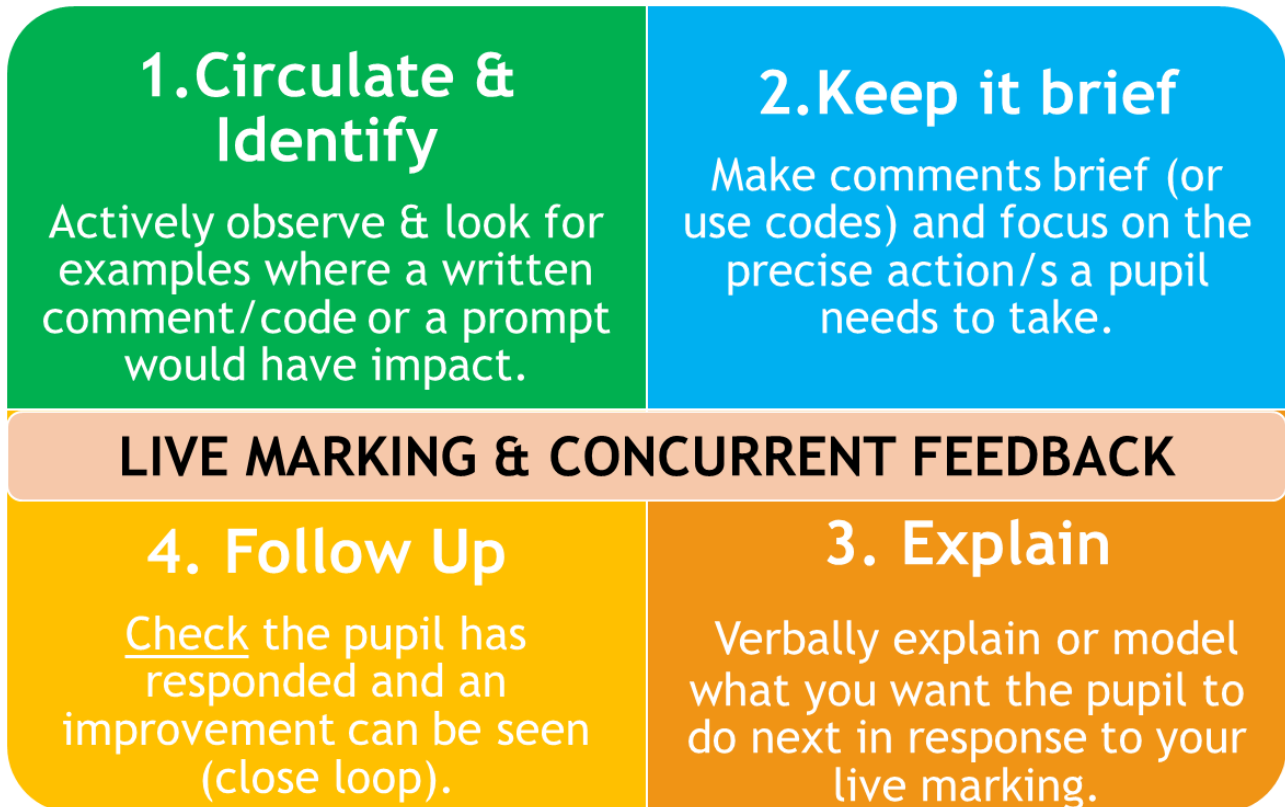
- ▶ Teachers are expected to mark the reading books once a week, using the teacher's discretion.
- ▶ Teachers will mark Thursday's comprehension questions with either a green tick or a green arrow (which indicates the ONE question which they wish a pupil to improve upon on Friday in the 'close the loop' and review session). See example below.
- ▶ Teachers might also incidentally mark for key spelling, punctuation and grammar (as per the literacy guidance/codes) and children will have the opportunity on the Friday lesson to respond to these in purple pen.
- ▶ On Friday during the lesson, the child will revisit the question with the arrow and attempt it again in purple pen, following teacher modelling or verbal feedback.
- ▶ Where a child may have answered all the comprehension questions to a high standard, they should be asked to write a one or two sentences demonstrating an understanding of the 'new vocabulary' introduced that week.

Retrieve	What is on the packet of tissues in the bottom of Owen's bag? (p4)
Infer/justify	How do you think the men in the First World War who were made to go to war felt about going to war? (p4)
Vocabulary	Why does the author mean by the phrase 'classroom participation'? (p7)
Thursday	
Retrieve	What does Owen want to be when he's older? (p12)
Infer/justify	Why does Owen feel 'safe for now' when Mr Jennings asks other people to answer the question? (p9-10) <i>check for sense</i>
Vocabulary	Why does the author describe Mum's eyes using the following phrase 'but her eyes would be as blank as the stone soldier's'? (p12)

APPENDIX E: GUIDANCE FOR SCIENCE & FOUNDATION SUBJECTS FEEDBACK

- ▶ Outcomes in books (for a minimum of five pupils per lesson) will be **live marked during the lesson** with concurrent, verbal feedback being given to the pupil alongside the live marking (feedback will be signed for our deaf pupils);
- ▶ Teachers will target any errors or misconceptions which link to either key vocabulary or essential knowledge/skills for that lesson;
- ▶ Teachers will use the writing code for spelling against any key, technical vocab where it has been repeatedly misspelt;
- ▶ Teachers will use the fours steps (see quadrant below) to ensure pupils know exactly what action they need to take to improve their work;
- ▶ Purple pens should be used from Y2 onwards to edit & improve outcomes;
- ▶ Teachers will provide an opportunity for pupils to respond to feedback within the lesson in order to close the feedback loop.

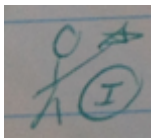
See the four quadrants below for further guidance



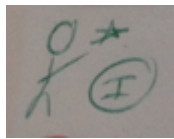
Lighthouse Feedback and Marking Appendix

Where Lighthouse pupils are taught in the Lighthouse, the Marking and Feedback may differ slightly to that of the main classes: to respond to the different needs of these children; to provide feedback for other members of staff working closely with these children; and due to the high pupil/staff ratios in this setting.

- ✓ Green pen will be used for comments for children
- ✓ Black pen will be used for annotations
- ✓ Where work is supported by an adult it will be marked with S
- ✓ An additional mark to denote T for Teacher or TA for Teaching Assistant will also be recorded.
- ✓ Where work is fully independent it will be marked with an I
- ✓ Purple polishing pens will be used when a student is deemed ready to do so and will begin to use this supported by staff
- ✓ Next steps will be recorded with an ➡ as and when appropriate
- ✓ A child friendly drawing will be used to show the children where they have achieved the LO, or are working towards it



Achieved



Working towards