

## FEEDBACK AND MARKING POLICY

Document Control			
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Approval Body:	Education Committee	Date:	September 2024
		Date:	
Version Number:	2		
Version Issue Date:	01/09/2025	Effective Date:	05/09/2025
Review Frequency:	Annual		
Method of Dissemination:	Electronic publication via website		
For Use By:	All relevant school stakeholders, third parties, staff and pupils		

Version History			
Version	Date	Author	Reason for change
1	Aug 24	S.Underwood	Creation of new policy
2	Aug 25	T.Henry	Minor grammar changes

## Feedback & Marking Policy

At Burston and Tivetshall Primary Schools we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

### Key Principles

- The sole purpose of feedback should be to further a child's learning.
- We prioritise verbal feedback. Verbal feedback is indicated with **V** at the point of intervention.
- Work is always clearly signalled as being independent or supported (marked by an **S**) or a combination of the two.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make expected progress.
- Feedback is the responsibility of all members of the teaching team.












### Feedback and Marking in Practice

Type	What it looks like
<b>Immediate</b> <i>(Live marking at the point of teaching and during independent/guided work)</i> <b>FREQUENCY: DAILY – IN EVERY LESSON</b>	<ul style="list-style-type: none"> <li>• Teacher gathering feedback from within the course of the lesson including, mini whiteboards, bookwork, questioning etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• Involves use of a LSA to provide support of further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> <li>• <b>V</b> will be given followed by an instruction to indicate what feedback has been given.</li> </ul>
<b>Summary</b> <i>(At the end of the lesson/learning activity.)</i> <b>FREQUENCY: DAILY – IN EVERY LESSON</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often involves whole groups or classes.</li> <li>• Provides an opportunity for evaluation of the learning in the lesson.</li> <li>• May take the form of self or peer assessment against an agreed set of criteria, or end of lesson plenary.</li> <li>• LSA and teachers target PP children first and comment in their books giving them further tasks to move learning forward to complete and addressing misconceptions.</li> <li>• Teachers review all books after the lesson.</li> <li>• LSAs provide teacher with feedback on progress within their guided group.</li> </ul>
<b>Feedforward</b> <i>(Further teaching enabling the children to secure knowledge identified by the teacher upon review of work.)</i> <b>FREQUENCY: ONCE / TWICE WEEKLY AS APPROPRIATE</b>	<ul style="list-style-type: none"> <li>• Within the next lesson, planned time to feedback to groups and individuals about strengths and areas for development and giving time for development areas to be worked on and improved – Dedicated Improvement and Response Time (DIRT).</li> <li>• Selected pupils work with LSA based on AFL from prior lesson.</li> <li>• Selected pupils work with teacher based on AFL from prior lesson.</li> <li>• Future lesson to be adapted based on AFL from prior lesson.</li> </ul>
<b>Summative</b> <i>(Planned assessments allow teachers to see if a child is secure in an area of knowledge.)</i> <b>FREQUENCY: ½ TERMLY / TERMLY AS PER ASSESSMENT CALENDER</b>	<ul style="list-style-type: none"> <li>• Standardised assessments in reading and maths</li> <li>• The final draft in writing</li> <li>• Phonics screening check scores</li> <li>• Standardised assessments for the end of key stages</li> </ul>

### Key Messages

- Feedback is most effective live in lessons and when moving learning forwards.
- All pupils must have their work acknowledged by an adult.
- Common spellings and those that are expected for the year group or topic / specific words must be corrected and practiced by the pupil.
- Spellings available in the classroom (e.g. WALT, word bank, on the board) are expected to be spelt correctly.
- Teachers and LSAs will mark in **blue pen**.
- Children will correct errors, self-mark and respond to teacher comments in **purple pen**.
- Stickers may be used to celebrate good work in books.

**The following marking symbols should be used according to the child's instructional level:**

	<i>spelling a child is uncertain of and plans to come back to check</i>
<b>SP</b>	<i>beside a misspelt word – with the correction in the margin for children to copy. (EYFS &amp; KS1)</i>
<b>SP</b>	<i>beside a misspelt word – with the expectation that the child will find the correct spelling and correct their work (Y3&amp;4)</i>
<b>SP</b>	<i>in the margin of the pupils in Y5 &amp; Y6 (according to instructional level) Pupils need to identify the spelling error on the line and correct themselves.</i>
	<i>letter needs to be changed for capital or lower case</i>
	<i>finger space needed</i>
	<i>omission of a word</i>
	<i>start new line</i>
	<i>new paragraph needed</i>
	<i>Verbal Feedback given</i>
	<i>for supported when the child is supported by the adult.</i>
	<i>to indicate objective fully met</i>
	<i>to indicate objective partially met</i>
	<i>to indicate objective taught but not met</i>
<b>correct</b>	<i>Highlighting the correct parts of the objective or success criteria</i>
<b>error</b>	<i>Highlighting errors which the child needs to address</i>

