

Chase Side Primary School

Marking and Feedback Policy

**ADOPTED BY THE GOVERNORS OF CHASE SIDE PRIMARY
SCHOOL ON WEDNESDAY 14th NOVEMBER 2024**

Next review: November 2026

Following feedback from staff, pupils and parents, the Marking and Feedback Policy for Chase Side Primary School has been reviewed and updated. This policy was considered and adopted by the Curriculum Committee on Wednesday 14th November 2024.

As for all policies we undertake within our school, all aspects of marking and feedback must fit with the ethos, values and vision for the school, which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback and marking should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Be positive and encouraging
- Encourage and support further effort
- Be given sparingly/appropriately so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

The following core principles underpin the policy:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date (either verbally or in a written form);
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lesson, allowing them to make good progress;
- All pupils' work should be reviewed by staff at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged.

Perhaps the most valuable feedback that happens in schools has nothing to do with marking: it is the feedback a teacher gathers as a lesson progresses. Immediacy is key, therefore verbal feedback is of integral importance.

What about evidence?

We can feel reluctant to move away from written marking because of the need for evidence. How will Ofsted / the Local Authority / Senior leaders / our peers know that we are giving good feedback if it is not written in the book?

How do we know where good effective teaching habits are being used? We observe the teaching regularly through formal observations, learning walks, informal drop-ins, peer observations and team teaching. We also review the progress children are making through book and planning scrutinies, pupil feedback and moderation both within and across schools and key stages – refer to our monitoring timetable and Assessment policy for further details.

So rather than trying to make our approach fit the need for evidence, we have taken the opposite approach: we will use the best methods available to us, and signpost to the evidence they will find (which often may not be written):

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Other details and information:

Included below are some specific non-negotiables for year groups and the whole staff, which supports our approach with feedback (and marking).

It is essential that all of these non-negotiables lead to teachers and support staff planning the most effective lessons and finding common solutions to common problems in order to ensure every child reaches their full potential and makes good, or better progress in each area of learning. **Don't work harder, work smarter!**

See appendix for specific guidance for the marking.

Chase Side Primary School: Early Years Marking Policy – updated November 2024

- Reception – Maths and English books: Work to be completed in guided groups with Teacher / Support Staff.
- Work that is put into **special folders** must be:
 - Dated
 - Acknowledged with a **blue tick**.
 - Feedback (where needed) to be given verbally.
 - Where appropriate, children must be given ‘next steps’ opportunities to practise the correct formation of letters and numbers.
- All work in books to be marked with **blue pen**.
- Work to be marked against learning intentions and reflected in comments.
- Next steps (NS) to be given where appropriate (these can be an annotation of what was said). These should be either a question or instruction for the child to respond to immediately in **purple pencil**.
- Stamps to be used:
 - ‘Independent Work’
 - ‘Teacher Assisted Work’
 - ‘Adult Assisted Work’


All work to be initialled in a circle when marked e.g (MS)

- If Learning intention is fully achieved, it should be highlighted in green.
- If Learning intention is partially achieved, it should be hash highlighted in green.
- Repeated spelling errors to be addressed – Key words to be corrected within text (maximum of 2).
- Maths misconceptions to be addressed.
- Children must be given ‘next steps’ opportunities to practise the correct formation of letters and numbers.

Chase Side Primary: English Marking Policy – updated November 2024

- At Chase Side Primary, we always mark to the learning intention.
- All extended writing tasks should be presented with the long date.

What will our marking look like in English books?

- 15 books to be marked in depth **every week** and these books should be marked on rotation every other week. Keep a register to monitor how the 15 books are managed. These 15 books should have a teacher's comment linked to the achievement of an aspect from the learning intention / success criteria.
- Examples of next step marking may include comments such as:
 - A question prompt (e.g. 'what else could you say about the prince's clothes?')
 - A scaffolded prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he...')
 - An example prompt (e.g. 'try to use adjectives in pairs: the juicy, green apple; the scrawny, hairless cat.)
 - Rewrite your sentence using pairs of adjectives for each noun.
- All remaining books should still have work acknowledged with a ✓ and the learning intention highlighted or hashed (unless a next step is required immediately to move the learning on).
- Highlight the 'Learning Intention in green to indicate what children have achieved.
- The teacher marks work/writes comments using a blue pen with  indicating next steps.
- Children respond to next steps in their 'Purple Pen'.
- Spelling errors should be indicated in the margin of the line where the error has occurred. Indicate this using the symbol 'sp' and encourage children to identify the word that is incorrect. They should then correct the spelling using a dictionary (in accordance with guidance from the NC). Maximum of 3 spellings to be corrected in each piece of writing.
- Teachers should indicate that verbal feedback has been provided using this symbol **VF**.

Teachers and Support Staff also use these stamps to mark all English work:

'Independent work' 'Adult Assisted Work' 'Teacher Assisted Work'

All work to be initialled in a circle when marked e.g. MS

Self-Assessment

- All children to self-assess against learning intention using purple pen.
- Talk partners can be used to give a star and a wish verbally.
- Year 2 - 6 children to complete 'What Went Well' (WWW) and 'Even Better If' (EBI).


Additional Comments


- Dictionaries / thesauruses to be on every table during planning and extended writing sessions.

Chase Side Primary: Maths Marking Policy – updated November 2024

- At Chase Side Primary, we always mark to the learning intention.
- All maths tasks should be presented with the short date and a learning intention.

What will our marking look like in Maths books?

- All maths books to be acknowledged every day. 15 books to be marked in depth **every week** and these books should be marked on rotation every other week (unless a next step is required immediately to address a misconception). Keep a register to monitor how the 15 books are managed. These 15 books should have a teacher's comment and a next step to move the children's learning forward (the next step must have a reasoning element or a real life context to ensure understanding).
- Examples of next step marking may include comments such as:
 - Prove it...
 - Now try...
 - Show me...
 - Explain in your own words...
 - Find your mistake and fix it...
 - Reasoning problem related to the skill being taught
- If a learning intention is achieved it should be highlighted in **green**, if it is partially achieved it should be **hash highlighted in green** and if it is not achieved it should be highlighted in **orange** (if highlighting in orange, a next step must be used to address misconceptions).
- 'EXT' should be used to signify an extension task.
- Marking stations should be used, where appropriate, but be closely monitored. When self/peer marking work children must use **purple pen**.
- The teacher marks work/writes comments using a blue pen with **NS** indicating next steps.
- Use a **blue dot ●** instead of a **cross ✕** next to any errors in the children's work to indicate what children need to work on/next steps.
- Teachers should indicate that verbal feedback has been provided using this symbol  (particularly next to misconceptions).
- **Children respond to next steps in purple pen.**
- **Teachers and Support Staff also use these stamps to mark all Mathematics work:**
 - 'Independent work' 'Adult Assisted Work' 'Teacher Assisted Work'

All work to be initialled in a circle when marked e.g. 

Post teaching notes to be written in books where there are misconceptions (Post It Notes to be used to signify placement in book but content to be written on the page).
- **Additional Comment**
- Ensure children have access to concrete resources in all maths lessons unless it is an assessment session.


Chase Side Primary: Other Areas Marking Policy – updated November 2024

- At Chase Side Primary, we always mark to the learning intention.

What will our marking look like in All Other Area books?

- Humanities, Science and Spanish books should be marked in depth **once a half term**. These books should have a teacher's comment linked to the learning intention.
- Next steps should be linked to the development of skills or concepts being taught.
- At all other times books should still have work acknowledged with a ✓

In depth marking:

- Highlight the learning intention in green to indicate what children have achieved.
- The teacher marks work/writes comments using a blue pen with  indicating next steps.
- Children respond to next steps in their 'Purple Pen'.
- Spelling errors should be indicated in the margin of the line where the error has occurred. Indicate this using the symbol '**sp**' and encourage children to identify the word that is incorrect. They should then correct the spelling using a dictionary (in accordance with guidance from the NC). Maximum of 3 spellings to be corrected in each piece of writing.

Self-Assessment

- All children to self-assess against learning intention using purple pen.
- Talk partners can be used to give a star and a wish verbally.