



The Weatheralls Primary School

Marking & Feedback Policy

Version:	2.0
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Approved by:	Advisory Body
Date:	Spring 2023
Review date:	Spring 2026



Aims: *At The Weatheralls Primary School, 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. We are mindful of the workload implications of written marking, and of the research surrounding effective, meaningful and impactful feedback.*

When monitoring feedback in school, it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or senior leaders. However, research, experience and expertise tell us that marking can consume most of a teacher's time outside of lessons. The Department for Education's research into teacher workload highlighted written marking as a key contributing factor to workload, as such we have investigated alternatives to written marking which can provide effective feedback in order to ensure pupils move and make progress. The DfE's expert group emphasised that marking should be **meaningful, manageable and motivating**. The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons (recommendation from the NCETM).

Progress is possible when there is high-quality discussion about what makes good work and pupils have the chance to draft, and if necessary, redraft their work. While it is not necessary to check every piece of work, every day, it is possible to skim books and to pull out the key points which a number of pupils are still getting wrong. These misconception and mistakes are the platform for new learning, as the teacher revisits these either within or at the start of the next lesson (Myatt, 2018).

As Sadler (1989) states, pupils must be clear about what they are doing well, where they are aiming to get to and, more crucially, how they close the gap between the two (Black and William, 1998).

Questions to consider when providing written marking:

- Why is the work being marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?
- Is the next step the next lesson?

Key principles and aims of feedback: *We believe that a key measure of whether feedback, in any form, has been successful is the resultant progress in pupil's learning. The Education Endowment Foundation research tells us that, the sole focus of feedback should be to further children's learning and effective feedback should:*

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Empower pupils to correct their own mistakes or improve their work using class toolkits; adults should not take away from this by doing the hard thinking or the work for the pupil.

- Alert the teacher to misconceptions, so that the teacher can address these in subsequent teaching.

What should feedback look like in the classroom?

- Dialogue – everyone talking about their learning and how to improve or move on.
- Learning continually being evaluated and adapted.
- Ongoing observations of pupils.
- Pupils being clear about where they are now, where they need to get to (next steps) and, most crucially, how to get there.
- Children as independent learners, active in their own progress.
- Questioning between pupils and adults.
- Regular learning conversations within the lesson, with individuals, groups, the whole class and peer to peer.
- Children will use the language of learning and improvement in order to develop an understanding of what high quality outcomes look like.
- Ongoing modelling and coaching in self and peer assessment to develop pupil's metacognitions.

The role of Assessment for Learning at The Weatheralls:

- Ongoing AfL approaches allows the teacher to give meaningful and immediate feedback to the pupil and pupils giving this to each other.
- When used, AfL practices maximises learning potential.
- The pupil is at the centre of the learning.
- When learning processes and tools are shared, it helps pupils learn how to be the best learner they can be.
- AfL informs learning by showing a clear journey, highlighting areas to work on and enabling the pupils to establish clear 'next steps'.
- Is integral to the planning of future lessons and inform progress assessments.

Marking and feedback in practice: *It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching and allows for responsive and personalised teaching as detailed in our Teaching and Learning framework. Feedback closest to the point of teaching is likely to be most effective in driving further improvement and progress, especially for younger pupils.*

Feedback occurs at one of three common stages in the learning process; in order of impact:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task

Next lesson feedforward – further teaching enabling pupils to identify and improve for themselves based on areas for development identified by the teacher upon review of work at the end of a previous lesson (may include written comments).

These practices can be seen in the following strategies:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc. 	<ul style="list-style-type: none"> • Lesson observations/drop ins.

	<ul style="list-style-type: none"> • 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 the teaching or the task • May include underlining/annotations according to the marking code. • Does not require written acknowledgement of verbal feedback. • Quality of feedback is crucial; using higher order questioning, modelling and exemplification at this stage. • Learning dialogues allow the pupil to immediately experiment with, develop and implement the teacher suggestions. • Teachers evaluate using ongoing AfL to inform and allow them to adjust their teaching accordingly. 	<ul style="list-style-type: none"> • Learning environment supports independent learning so pupils know where they are, where to go next and how to get there. • Learning conversations with pupils.
<p>Summary Feedback/ Feedforward</p>	<ul style="list-style-type: none"> • Often takes place at the end of the lesson or activity or during mini plenaries in the lesson. • Has a focus on 'feedforward', drawing pupil's attention to areas that have worked well and can be developed further. • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson. • May involve use of the visualiser and pupils talking about their work, with others offering feedback. • 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. • Can include pupil's providing feedback to their teacher about what went well and where they feel they need to go next. 	<ul style="list-style-type: none"> • Lessons observations/drop ins. • Some evidence of self and peer assessment. • May be reflected in pupil: teacher learning dialogue. • Learning conversations with pupils. • Book looks. • Planning documents detailing AfL opportunities.
<p>Review marking: 'the next step is the next lesson'</p>	<ul style="list-style-type: none"> • Teacher review takes place away from the point of teaching. • May involve written comments/annotations for pupils to read/respond to. • Will involve teachers marking the success criteria to show children where they have achieved. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • Does not require 'deep marking' for the entire class, a follow up conversation in the next lesson may have more impact on progress. • Allows teachers to spend the next lesson giving detailed feedback about strengths and areas for 	<ul style="list-style-type: none"> • Adaptations to teaching sequence task when compared to planning. • Some focused written comments and appropriate pupil responses/actions • Learning observations/drops ins. • Evidence of pupils editing and

	improvement, addressing common misconceptions, challenging pupils appropriately, providing editing and re-drafting opportunities.	redrafting their work in purple pen. <ul style="list-style-type: none"> Evidence of challenge and progress.
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What does this look like at The Weatheralls?








- All work will be acknowledged in some form by class teachers. This may be through shared class marking symbols or ticks.
- Teachers have autonomy to create additional symbols as long as pupils understand what they mean and how they are used to help them improve.
- Written marking can be done in any pen colour, though teachers will use pink and green pens to draw pupils attention to where they have improved and what they need to look at further (*pink for 'progress', green for 'growth'*).
- **In Foundation stage & Key Stage 1**, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, marking codes and symbols may be used where this is understood by pupils.
- Where pupils are unable to read/understand such comments, these are shared verbally with pupils at the next appropriate opportunity
- **In Key Stage 2**, written marking and comments should be used only where meaningful guidance can be offered which has not been possible to provide during the classroom session.
- In the case of groups of pupils having a common need, it may be appropriate for teacher to adjust planning rather than providing a written comment or similar 'next step' for every pupil/groups of pupils.
- Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification; e.g. we do not require 'VF' in books where verbal feedback has been given. **Crucially, when followed up with pupils, they should be able to articulate how they can improve that piece of learning or apply it to another piece.**
- When a pupil has met the objective **in the lesson** and time remains, the teacher should extend their learning further with challenges to deepen their understanding. Examples of Purple Pen Questions (PPQs) can include:
 - WifN (What, if not__?)
 - WEDYK? (What else do you know?)
 - Now try this one >
 - Turn it into a real life story
 - True or false?
 - Prove it
 - WTM? (What's the mistake)
 - Explain your method
 - xx are incorrect, which ones and why?
 - Tell me more...
 - Same? Different? (What's the same, what's different about...?)
 - Notice? Wonder? (What do you notice, what do you wonder about...?)
 - Improve these words...

- The use of praise within written marking should only occur when effort and the pupil's best has truly been applied. To praise a piece of learning, this should be linked to our school values and is best delivered with the use of our school values stickers.
- When pupils are writing an extended piece, the teacher may identify a section of text with a green box around it and mark work closely within this area. This will provide feedback that can then be applied to subsequent re-drafts by the pupil, rather than deep marking the whole piece of writing.

Self and Peer marking: *When completed within the lesson, self or peer marking, provides pupils with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. For effective self and peer review to take place, pupils should:*

- Understand what effective self and peer review looks like through explicit modelling and coaching from the teacher
- Review their work against class toolkits or previous next steps
- Be given allotted time to reflect on their learning within the lesson, thinking through the learning traits that were necessary and consider how effectively they were used.
- Discuss or write what they will do next in order to improve their learning.
- Set self or peer targets in order to develop the 'language of learning'
- Collaborate on error detection or on 'next step' challenges where relevant.
- Be exposed to exemplifications of higher standards of work in which to review their own
- Self-assess against the given success criteria

Marking code: *Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school or individual classrooms.*

	Underlining specific words or answers which shows that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome. Pink is used to highlight 'progress.'
	Underlining specific words or work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.). Green is used to highlight 'growth'.
✓	Correct
.	Incorrect
 or 	A coloured spot in the margin indicates where the teacher has noticed something effective or anything that could be developed further. The pupil has to 'spot' the section which demonstrates good understanding as well as making the improvement e.g. word choices, spellings, grammatical techniques/errors, mistakes or calculation errors.
	Incorrect use of punctuation or missing punctuation t  e
? [I don't understand this section
^	missing information / make your improvements
	Spelling mistake

sp✓ sp✓ because x 3 sp✓ bec_ _ _ _	Indicates a specific spelling mistake, either prompting the pupil to check and correct themselves, writing the word out and the pupil practising it or providing the first few letters to aid with a dictionary check.
()	Unnecessary information/repetition
//	New line needed
Purple polishing pens	Pupils will respond to any feedback, redraft, show their improvements or correct their mistakes in purple pen so that they can see where they have moved on and upgraded their work.
Positive Specific Helpful	Teachers provide these sentence starters to scaffold peer marking. Pupils look over their partner's work and provide a positive, specific or a helpful comment in order to help their partner improve.
Further symbols may be used in a manner which relates directly to success criteria used in the planning of work.	

How will leaders monitor the impact of this policy on pupil's progress?

School leaders are committed to improving standards and outcomes for all pupil's and will use triangulated data to evaluate the effectiveness of this policy. This will include:

- Gathering pupil's views on feedback and marking
- Observations/learning walks where quality feedback and feedforward will be visible
- Book looks to ensure consistent use of school marking codes and quality of any written comments
- Evaluating planning, with next steps planning clear as a direct result of feedback gathered in the lesson.

Policy Review

This policy will normally be reviewed on a 3-year cycle. This review may be brought forward as required by the Trust/School to reflect changes in supporting advice/guidance.