



## St Mark's C of E Junior School

*Growing together, becoming all we are created to be*

### Feedback and Marking Policy

#### Living our Vision

The **FACE** of St. Mark's: **F**orgive, **A**spire, **C**ompassion, **E**ngage

*We, at St. Mark's C of E Junior School, are a community of learners, we show **aspiration** in every aspect of our learning: aiming high to achieve the very best we can and actively encouraging others to do the same. Learning more about ourselves, others and our world is seen as a joy and a huge privilege.*

*Through our learning, we deepen our relationships with one another, showing **compassion** and **forgiveness** in all that we do.*

*We **engage** in our learning as we embrace challenges, learn from and with each other and celebrate the success of others which leads to the mutual flourishing of all.*

**Our Teaching and Learning approach** at St Mark's is inspired by the 'Learning Rainforest' metaphor (*The Learning Rainforest, Tom Sherrington*), and this 'tree analogy' below is a direct link back to our logo: the school's willow tree. At St Mark's, we recognise that we all need each other to learn and **grow together** as we aim high and reach out. This is rationale is explained below:

Each tree in a forest has three interconnected components that are necessary for its existence: **The roots: (Establishing Conditions)** - tapping into a nutrient-rich soil providing the conditions for healthy growth; the nurturing environment in which each individual feels they belong and has their basic needs met

**The trunk and branches: (Building the Knowledge Structure)** - providing the structure that allows the tree to reach great heights before branching off; this represents knowledge in all its forms **The canopy: (Exploring Possibilities)** - this springs out in different directions, responding to the motivational stimulus of sunlight; the range of ambitions and learning possibilities

*Fundamentally, as is the case in a 'Learning Rainforest', each one of us at St Mark's supports each other. None exists without the others and strength in one allows strength in the others.*

This approach is the foundation of our practice at St Mark's. As we begin to implement this whole school approach (September 2020), the expectation is that this model should be increasingly evident across all aspects of our teaching and learning.

At St. Mark's we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of

the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that 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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at St. Mark's has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### **Key Principles**

Our policy on feedback has at its core a number of principles;

- 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;
- 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 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 good progress;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

## Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
3. **Review feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At St. Mark's, these practices can be seen in the following practices:

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

## Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as a double tick, where examples of the learning objective has been demonstrated or a small arrow to show an area of focus.

Written marking and comments should be used where meaningful guidance can be offered or when it 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 teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this may be communicated by a double tick; written feedback may not be needed. Where guidance has not been given e.g. misconceptions have not been addressed in lesson, written feedback should inform future learning.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Above all, the key expectation is that all marking and feedback should inform future learning.

### Review marking – Informing future learning

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

### Maths - Marking principles:

- Marking will be based on the LC or part of the LC.
- There will be 3 stages of work (Try it, Secure it, Deepen it) during the sequence of lessons. The Teacher (and, at their discretion, the children) will decide where to begin.
- At the end of each stage, immediate answers will be given either by Teacher / TA or answers being made available. That way, the teacher is alerted immediately to their understanding before moving on.
- At each stage of learning, misconceptions must be addressed by the Class Teacher before moving on to the next stage.
- Teachers should also assess during the lesson, writing VF when this has happened. This way, future lesson planning is informed so that misconceptions are identified as soon as possible. Most marking should therefore be achieved in the lesson.

*In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including rapid recall of facts, multiplication facts, and standard written methods found within the Mathematics Calculation Policy.*

## English - Marking Principles

In English, 'targets' or areas of focus are drawn from the school's Key Objective assessment framework in KS2 or in the of year group expectations on our internal assessment system: Insight.

Pupils will know what their 'targets' are through 'Must Haves', 'Could Haves' or through feedback in books.

Success Criteria (prompt) will be used for most pieces of writing. The children and the teacher will mark against these. A blank space will be left for the children to fill in their own SC before writing – based on previous work.

### 'Must Haves'

There are no expectations that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress. There are two sets of targets, one related to organisation and presentation of work (Red), the other to Grammar (Blue).

### Redrafting

When children write up a first draft of a paragraph of writing they will need to follow the steps below as part of the reviewing and redrafting process

1. Refer to the child's own 'Must Have' and ensure they have all been met.
2. Edit own work referring to the Change, Add and Improve which will be provided by the class teacher with specific areas to focus on. Children will use a **green pen**.
3. Where planned, Peer Review – Pupils share work with other members of the class and with a **pencil** can check the must haves and 'Change, Add and Improve'.
4. Adult Review – Where possible, teachers will add a symbol in the margin for pupils to locate and correct the problem e.g. SP – Spelling, CL – Capital letter, P – Punctuation, ^ - Missing word or addition required.
5. Pupils have an opportunity to respond to teacher comments and symbols.

### Final Draft

Focus on the LC, success criteria and genre. Where children have added features that stand out, mark with a double tick. A celebratory comment is recorded at the end with house points awarded on a sliding scale 5-1 with 5 house points acknowledging an outstanding piece of work.

### Comprehension and SPAG Activities

Children must ensure that the 'Must Haves' are met in each piece of work and teachers will monitor this. Where tasks are completed, teachers will acknowledge the work with a tick. Misconceptions will be addressed in class with Verbal Feedback marked as appropriate.

## Religious Education and Science

'Deepen It' questions will be provided for the children to respond to. This will be based upon previous learning or retrieval of information. Pupils will respond through written comments in green pen. This may be a task pupils can complete in the morning before registration or at the beginning of the lesson.

## 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 using symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

<b>Annotation</b>	<b>Meaning</b>
<b>Ticks</b>	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
<b>Double tick</b>	Features of work that particularly stand out
<b>Arrow with circled word</b>	Improve word choice
<b>SP</b>	Locate and correct spelling in the marked line. Pupils are expected to use a dictionary as required.
<b>CL</b>	Add missing capital letters
<b>P</b>	Locate and correct/add missing punctuation
<b>//</b>	New paragraph needed here
<b>VF</b>	Verbal Feedback given
<b>Λ</b>	Missing word
<b>FS</b>	Add missing Full Stop

### **Marking Principles for all other Curriculum Areas:**

- Marking should relate to the LC.
- A positive comment for effort and achievement might be given.
- When needed, question might be posed to the children for them to answer. This might be to deepen understanding, clarify if knowledge has not been evident in their written work or to challenge thinking.

### **Safeguarding Statement**

St. Mark's C of E Junior School is committed to delivering good outcomes for children and young people by providing a safe, happy and stimulating learning environment that promotes their welfare and helps all children to develop socially and emotionally enabling them to make the most of their life chances.

**Date of Policy Review:** Autumn 2025

**Responsibility:** SLT & Governing Body (Curriculum Committee)

**Next Review Due:** Autumn 2026