



FRAMWELLGATE MOOR PRIMARY SCHOOL



FEEDBACK AND MARKING POLICY

Feedback and Marking Policy Rationale

At Framwellgate Moor 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 also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated ways to 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.**

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

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. Effective feedback is an important part of the learning process which can be:

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

3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge 4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of an adult to provide support of further challenge May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> Lesson observations Learning walks Book monitoring
Summary feedback	<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 May take the form of a quiz, test or score on a game 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 • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Next lesson feedforward	<ul style="list-style-type: none"> Challenge activity Editing points completed independently or through verbal feedback with an adult or peer Independent application of skills task eg through problem solving and reasoning questions 	<ul style="list-style-type: none"> □ Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in purple pen
Summative feedback	<ul style="list-style-type: none"> End of unit quiz or test to check understanding 	<ul style="list-style-type: none"> Book monitoring Lesson observations Learning Walk Test/quiz scores



Each member of staff (including student and supply teachers) must use the marking guide, on the next page, to support them in sharing feedback effectively with children as part of the learning process.



Marking Policy

Maths Marking Guide



Red pen used for feedback across the school	
Symbol	Meaning
	Aim Achieved
	Additional Practice required
Comment	If appropriate, teacher leaves a comment
Challenge or Ch:	Additional Challenge given
Level of support	Teacher/TA annotates work with how much support the child has had

English Marking Guide


Early Years

Marking and Feedback in the Early Years

Marking and feedback in the Early Years may be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion.



Appropriate methods for marking and feedback in FMPS Early Years are:

- Regular praise and encouragement using school reward systems to celebrate the children's achievement.
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk to their peers and teacher about their learning. Annotation of photographs
- Written observations
- Written feedback will be used if appropriate and stampers used.







Staff capture language from pupils and use the following when appropriate.	
Symbol	Meaning
V	Verbal feedback
I	Independent
S	Supported
	Highlight Green 'I can' statement green to show achieved.

RECPETION

Red pen used for feedback across the school






Symbol	Meaning
	Highlight Green 'I can' statement green to show achieved.
	Highlight Pink 'I can' statement green to show working towards
Annotations given Quotation used to give exactly what children said during activity.	
Margin Marking -Level of support given to follow Key Stage 1 and 2 Symbols See page 5	

Key Stage 1 and 2

Red pen used for feedback across the school	
Symbol	Meaning
	Go for it Green (linked to Success Criteria)
	Progress Pink (an area to improve)
Comment	If appropriate, teacher leaves a comment
Purple Pen	Marking responded to by the child – shows editing and improvements made
Margin Marking	
Level of support given:	
	Independent
	Supported
	Guided Group
	Verbal feedback

Key Stage 1 Marking Symbols and Stamps

V.G.P

	Full stop
	Capital letter
	Letters to be placed on the line
	Missing word
	<p>Spelling correction</p> <p>Spelling correction given appropriate to the Phonics level the child is currently working on</p> <p>Appropriate terminology used - eg 'Special friends' and close procedure used to prompt other letters or another words which has same sound.</p>
Challenge or Ch:	Additional Challenge given

Key Stage 2 Marking Symbols

V.G.P

Lower KS2

FS	Full stop
CL	Capital letter
P	Punctuation
^	Missing word
Sp _____	Spelling correction Spelling correction given appropriate to the Spelling level the child is currently working on. Close procedure used to prompt other letters or another words which has same sound.
Challenge or Ch:	Additional Challenge given

Upper Key Stage 2 to use all of above and progress to

P	Punctuation to add/correct
Gr	Grammatical error to correct
V	Vocabulary error to correct