



# Freeland CE Primary School

## FEEDBACK AND MARKING POLICY



A school living out the values of Honesty, Forgiveness, Compassion and Love.

***'Great things come from small beginnings: 'Branch out, Fly High'***

*We are a community where every member, from the tiniest seed to the fullest tree, is nurtured and cared for. Everyone can flourish and be ready to fly the nest and soar high. We come together to grow, learn, love and be loved.*



## **Purpose of Feedback**

Feedback is a vital part of effective teaching and learning at Freeland. It supports both teachers and pupils by:

- Informing teachers about pupils' attainment to guide future planning.
- Helping pupils understand what they have done well and what they need to do next.
- Addressing misconceptions and redirecting learning so pupils make progress towards their goals.
- Motivating pupils by celebrating success.

## **Key Principles**

Our approach is informed by the Education Endowment Foundation (2021) guidance. At Freeland:

- The sole purpose of feedback is to further children's learning.
- A consistent approach is used by all staff across the school.
- Feedback is most effective when given in the moment during lessons.
- Written comments are only used when they are accessible to pupils' age and ability.
- Feedback takes many forms, including modelling, verbal guidance, peer feedback, and whole-class responses.
- Feedback is part of our wider assessment process, ensuring appropriate challenge and strong progress.
- High-quality teaching reduces the need for extensive feedback and is carefully planned to meet all learners' needs.
- Formative assessment is embedded in every lesson to identify and address gaps in learning.
- Teachers choose the most effective method of feedback (individual, group, or whole class) depending on the lesson.
- Feedback is precise, targeted, and focused on next steps.
- Time is planned for pupils to respond to feedback.
- Positive learning behaviours are taught from Reception so pupils develop a confident, "can do" approach to learning.

## **Types of feedback used at Freeland School**

### **Verbal feedback**

- Refers to feedback that is given on the spot either during a lesson or soon after. This method of feedback has been proven to be the most effective way to move a child's learning on. All adults in the room can and should give verbal feedback.
- VF is used as a code in books to indicate where verbal feedback is given/ or needs to be given, a stamp is used to add VF in books. This verbal feedback occurs mainly in the lesson but can also be done within consolidation task time or in green pen time to help move children's learning forward.
- Verbal feedback should be used across all subjects to address any misconceptions that occur in the lesson.
- If an explanation is required for the child to be able to reply to the marking, then verbal feedback should be used instead.

### **Written Feedback**

- Marking books is written feedback and this includes using the marking code (appendix 2) and providing, when needed, a written next step.



- Adults should mark using purple pens.
- It is important that children are taught at the start of the academic year and refreshed throughout about what the marking codes indicate.
- Learning objectives must always have a tick to indicate whether the child has achieved that learning on the learning objective, two ticks if they have a greater understanding of the learning (working at greater depth) or a dot to show that they have not yet reached the achieved objective.
- If a child hasn't achieved the learning point, teachers need to consider how they will support that child in the next lesson (green pen and Red Pen Questions (appendix 3), support in lesson, therapies, additional scaffolds)
- Written next steps (red pen questions) for children should only be used if the child can independently complete the task. These next steps should either be to help consolidate or deepen the learning. It should be a specific task to complete and not a general tip. If a teacher feels a child cannot complete that next step independently, therapies or verbal feedback should be used instead. If several children have the same misconception, a written next step is not needed, as this should be planned into the start of your next lesson (after the show me task) so you can address this through teaching.
- When teachers mark it is important that it should reflect the schools' approach to metacognition – helping children to reflect on their learning.
- Children should always be given an opportunity to respond to the marking using green pen during green pen time in the next lesson to consolidate or move forward the next learning point.

**Live Marking Question Stems**

What might happen if...?  
 Will this always, sometimes, never happen...?  
 How do you know...?  
 Can you prove it by...?  
 Can you show me a different method...?  
 Does this make sense? Why/why not?  
 Is this the same as...?

- There should be high expectations of year group non negotiables (handwriting, spelling and punctuation) in marking. For example, handwriting inconsistencies should be picked up on in every book and verbal feedback needs to be given to allow them to practice forming the letters correctly.
- Teachers need to use their judgement and knowledge of their children to decide on how scaffolded the written feedback should be. For example, in spelling, a child in the class may need an incorrect spelling to be highlighted so they can correct the spelling, another child may just need yellow highlighting in the margin so they have to find the error, or a child may need the spelling to be highlighted and written out for them to practise.
- When spellings are highlighted as incorrect using sp, the child will practice writing the word 5 times, either in the back of their book or in the margin.
- Feedback should be carefully focused on one or two key improvements at a time so that pupils are not overwhelmed and can act on it successfully

### **Self-Assessment**

- Self-assessment is when as a class you mark your work together using a green pen. Children should reflect on how they have done and think about how to learn from their mistakes. This will have to be modelled and can form part of the end of lesson reflection. Teachers should ensure that any misconceptions made are acted on in accordance with the marking policy.



This should be indicated by the child writing SA in green pen.

- Regular checks should be made to make sure children are self-assessing accurately.
- Responses that require more than single answers (e.g., reasoning activities) should be teacher-assessed.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.
- Self-assessment in writing may need to be heavily scaffolded for the focus of the lesson.

#### **Peer-assessment**

- Peer assessment should be highly focused on the learning point for that lesson or the year group non negotiables.
- It should be heavily scaffolded across all subjects and children need to be taught how to peer assess.
- Children should initial (PA) peer-marked work to form part of assessment opportunity and to help identify misconceptions that may arise during peer-assessment.
- Regular checks should be made to make sure children are peer-assessed accurately.

## **EYFS**

- Most feedback in EYFS is verbal and noted in children's books and on Class Dojo.
- Class Dojo is used to capture learning and observations of children with pictures and annotations. This allows the EYFS staff to demonstrate the rich conversations shared with the students which may not always be seen in books. These observations are shared with parents so that they can have a deeper understanding of their children's learning. They are also used to document the children's learning progress throughout the year which allows EYFS staff to accurately assess children's progress.
- Where written work is being completed, a purple pen is used to correct misconceptions and moving on comments are verbally given. Green pen is used toward the end of EYFS stage to support the transition to KS1.

### **Work books**

- The work books are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child's progress in their learning skills over the year. These books, as with Learning Journeys, will be regularly shared with parents.



## Appendix 1

Taken from EEF report 'Teacher Feedback to Improve Pupil Learning' (June 2021)

Principles		
<h3>1</h3> <p>Lay the foundations for effective feedback</p>  <ul style="list-style-type: none"><li>• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li><li>• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li></ul> <p>Page 12</p>	<h3>2</h3> <p>Deliver appropriately timed feedback that focuses on moving learning forward</p>  <ul style="list-style-type: none"><li>• There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual <i>pupil</i>, and the collective understanding of the class.</li><li>• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li><li>• Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.</li></ul> <p>Page 18</p>	<h3>3</h3> <p>Plan for how pupils will receive and use feedback</p>  <ul style="list-style-type: none"><li>• Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.</li><li>• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li></ul> <p>Page 26</p>



## Appendix 2

### **Marking codes at Freeland School**

All teachers to use purple pen

In order for children to know if they have been successful or may require further support the following codes will be used:

- ✓ - indicates that the child has achieved the learning objective
- ✓ ✓ - indicates that the child had achieved a deeper understanding of the learning objective
- . - indicates that the child has not yet reached the learning objective
- SP - next to incorrectly spelt work to be addressed (stamp)
- P - punctuation is missing
- G - grammar needs addressing
- VF - verbal Feedback
- SA - Self Assessment
- PA - Peer Assessment

### **Red Pen Questions (RPQs) Follow Up Tasks**

Any follow up questions or tasks should be written in red pen and referred to as RPQs (red pen questions). The aim of RPQs is to move the child's learning and thinking on at different points of the lessons. Children may have an RPQ for the whole class or individually.