

# MOSELEY

CHURCH OF ENGLAND  
PRIMARY SCHOOL



## Feedback and Marking Policy

October 2022

**Moseley C of E Primary School**  
**Feedback and Marking Policy**

***Flourishing Together To Serve.' (1 Corinthians 12: 4-28)***

Our welcoming, spiritually vibrant and inclusive, church school aspires to fulfil the potential of all. We seek to enable every unique child to flourish in body, mind and spirit; gaining wisdom and knowledge and developing gifts and talents. We nurture and empower children to serve as active citizens in God's diverse, modern world; guided and strengthened by our distinctively Christian values of Hope, Courage, Love, Thankfulness, Forgiveness and Trust.

**Our Values**

Our ethos is built on our 6 Christian values Hope, Courage, Love, Thankfulness, Forgiveness and Trust. It is within our Christian ethos that this vision has been developed and will be implemented.

**Our Aims**

- To ensure that the children remain at the heart of everything we do
- To ensure that all pupils feel safe and secure and enjoy coming to school
- To deliver innovative and effective high quality teaching and learning experiences for all pupils; promoting high standards and accelerated progress for all pupils across the whole curriculum.
- To promote a love of education for all learners and to equip them with the tools to be responsible for their own learning.
- To offer regular opportunities to all pupils and adults to grow spiritually to encounter high quality inclusive, invitational and inspiring collective worship.
- To promote children's self-efficacy, their rights and responsibilities
- To nurture a welcoming sense of community where all pupils, staff, families and visitors feel valued.
- To have shared high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.
- To establish and work in local, national and global partnerships in order to strengthen our curriculum, promote an awareness of the wider world for the benefit of our pupils, their families and the wider community.
- To promote a Growth Mindset culture where children have the confidence and resilience to have a go and challenge themselves as learners and learn through their mistakes.
- To engage families in their children's learning and the development of good behaviour linked to moral purpose.

## Policy Intent

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. Our feedback and marking policy is set on **6 key principles**:

1. The sole focus of feedback should be to further children's learning so that they make progress;
2. Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
3. Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking or work for the pupil.
4. Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
5. Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
6. Feedback is a 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.

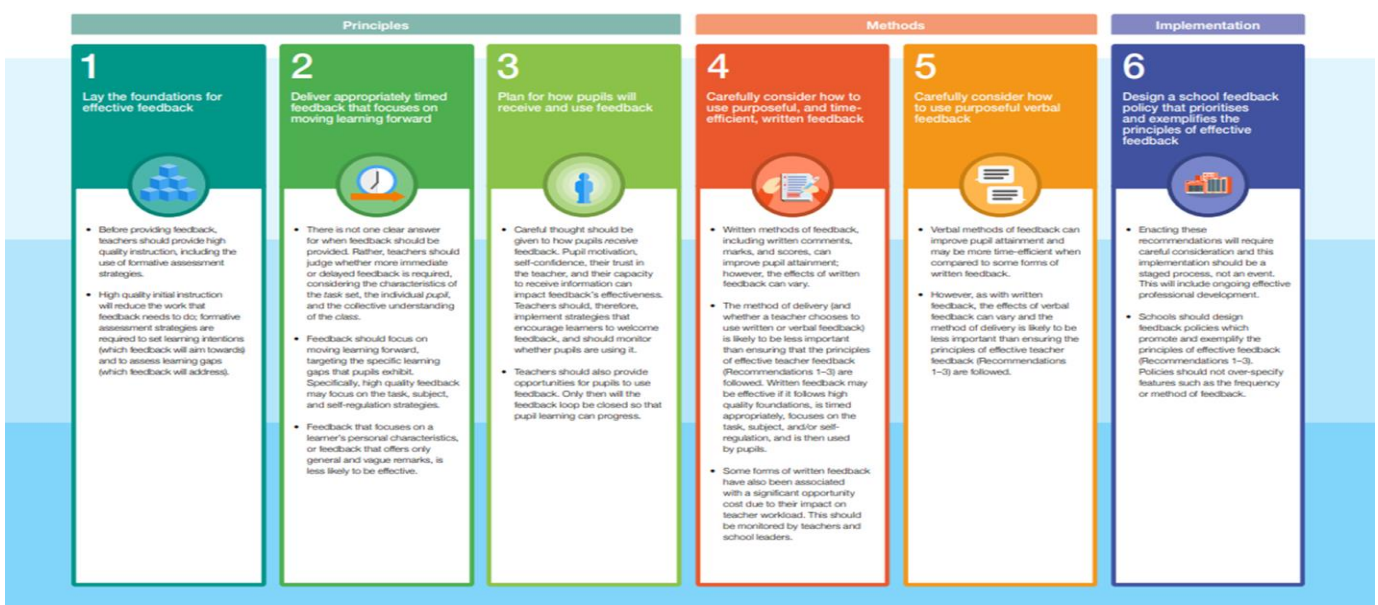
*These six principles ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.*

## Feedback

Our approach to feedback is informed by evidence from the Education Endowment Foundation. Providing feedback is well-evidenced to have a high impact on learning outcomes.



### TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Summary of recommendations



Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

Feedback can be effective during, immediately after and sometime after learning.

It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.



Type	What?	How?
<b>Laying foundations</b>	Teachers and teaching assistants will lay the foundations for effective feedback.	This includes actively teaching, role-modelling and nurturing a whole-school growth mindset approach to learning. Teachers will plan the curriculum, sequences of lessons and individual lessons to ensure learning intentions are clear and will introduce new material in small steps.
<b>Before the lesson</b>	Teachers and teaching assistants will plan how pupils will receive and use feedback.	Teachers and teaching assistants will plan how and when feedback will be used. Decisions and planning for feedback include verbal / written, timing and how and when pupils will respond to and use feedback.
<b>During the lesson</b>	Teachers and teaching assistants will lay the foundations for effective feedback by providing high-quality initial instruction and using formative assessment.	The teacher / teaching assistant will introduce new material in small steps, provide models and use scaffolding and guided practice as needed.
	The teacher / teaching assistant gathers feedback from teaching within the course of the lesson input,	The teacher, or teaching assistant, actively circulates the classroom so they are aware of the learning that is taking place. Formative assessment will be gained using questioning, mini-whiteboard work, bookwork, all student response systems, talk-partners, hinge questions etc. As a result, the teacher will adjust the teaching or activity. Flexible grouping may be used to provide additional intervention or challenge.
	The teacher, or teaching assistant, gathers feedback from independent or group work through active circulation of the classroom.	The learning is adjusted or extended through consolidation or challenges that may be pre-planned. It is clearly identifiable in workbooks, creative responses and oral responses that children have received feedback to challenge or consolidate their thinking.
	Verbal feedback is provided to pupils for immediate action during lessons because active formative assessment is used throughout the lesson including questioning and checking of children's work.	Teachers / teaching assistants may give verbal feedback to individuals, groups or the whole-class that is tailored as needed. Children's edits, amendments and revisions to their work provides evidence that children have responded to feedback. In writing activities and maths, the agreed marking codes are used to provide feedback. Teachers may redirect the focus of the

		teaching or task: this may involve the use of a teaching assistant or flexible grouping to provide support or further challenge.
<b>At the end of the lesson</b>	The teacher provides feedback at the end of a lesson or activity. This provides an opportunity for evaluation of learning in the lesson.	This may take the form of self or peer assessment marked against an agreed set of criteria; questioning, quizzes, tests or games; or, answer sheet.  This may guide a teacher's next lesson, (the next step) or planning for other future lessons in a sequence of lessons.
<b>After the lesson</b>	Pupils work is reviewed after the lesson to identify strengths, errors and misconceptions. This informs the next step, which is usually the next lesson. However, this may take the form of another method, such as intervention.	In writing activities and maths, the agreed codes are used to provide feedback so that children can make corrections or improvements to their work <u>independently</u> .  Teachers will use their professional judgement and knowledge of the child to provide effective feedback to 'feed forward'.  The next step may be the next lesson or future lessons in the lesson sequence because children successfully understand the learning.

## Marking Codes


### Early Years & Key Stage 1

In Early Years and Key Stage 1, each child will have a stamp at the top of their page. These stamps might also be used to provide feedback for children in Key Stage 2 if the teacher deems this the most appropriate method to provide effective written feedback to meet a child's learning and / or developmental needs. This indicates the child's next step. These stamps may not be present on all pieces of work if the child is still working on the previous next step. In Early Years and KS1, children will be actively taught how to respond to feedback.

<b>Marking Codes</b>			
<b>S</b>	<i>Supported</i>	✓	<i>To mark all work, small and neat.</i>
	<i>A neat green line is used to indicate where the error needs correcting</i>	•	<i>Incorrect and correction needed</i>
	<i>A stamp is used to indicate a child's next step.</i>		

## Key Stage 2

The Key Stage 2 marking codes are placed in the margin, on the line where the error or misconception is. When this is done during the lesson, where live marking takes place, pupils respond immediately to the feedback. Or, the marking is responded to next lesson, by the pupil making the correction or responding verbally through discussion with the teacher. In Key Stage 2, children will be taught to use purple editing pens to respond to feedback and marking. Teachers may scaffold editing in different ways for individual children to consolidate or challenge their learning. This might include using a highlighter to support children to identify where errors need to be corrected or where edits should be made. Teachers may use short, specific comments as well as the marking codes when these are necessary to support learner's progress.

<b>Marking Codes</b>			
<b>S</b>	<i>Supported</i>	✓	<i>To mark all work, small and neat.</i>
	<i>A neat green line is used to indicate where the error needs correcting</i>	•	<i>Incorrect and correction needed</i>
<b>sp</b>	<i>sp in the margin indicates there is an incorrect spelling on the same line, which should be corrected by the pupil.</i>	?	<i>A question mark in the margin indicates that on the same line the writing doesn't make sense.</i>
<b>p</b>	<i>A p in the margin identifies that there is missing punctuation on the line.</i>	^	<i>An up arrow shows the children there may be a missing word, letter or something else has been missed.</i>

## Feedback and Marking for Homework

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. The main purpose of homework is:

- to encourage pupils to develop the skills, confidence and motivation to study independently at home effectively;
- to consolidate and reinforce the knowledge, skills and understanding they have developed at school;
- to extend children's school learning through activities such as additional reading and research;
- to develop and sustain the involvement of parents and carers in their child's learning and to keep them informed about their child's learning and progress;
- to capitalise on the wide range of resources and opportunities for supporting learning at home eg: internet, library, adult knowledge and newspapers;
- to offer pupils the opportunity to extend their own independent learning by including optional, additional challenges or open ended tasks or questions.

Teachers will review all completed homework. Feedback will be given to individual pupils, groups of learners or the whole class in line with our Feedback and Marking policy. If required, teachers will adapt or plan future lessons to respond to any gaps in learning or misconceptions identified from children's homework. Feedback to homework may be verbal or written feedback. However, teachers will not routinely provide individual written feedback to homework to parents and carers unless this is necessary to support a pupil's progress.

## **Monitoring and review**

The impact of this policy is monitored through book looks, lesson drop ins and pupil and staff voice.

This policy is reviewed every two years by the assessment lead and teaching and learning team.

The scheduled review date for this policy is **September 2024**.