

Larkrise Primary School



Feedback and Marking Policy

**Reviewed: Spring 2025
Next Review: Spring 2026**

*Achieve Excellence***Introduction**

Feedback, and related marking, is an integral and important part of teaching and learning; we know this from many studies and extensive research.

At Larkrise Primary School, our aim is to create a culture of rich and effective feedback between teachers and pupils. This is to support effective learning, using those approaches that research and evidence suggest are most effective.

This policy incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review (2016).

Aims

- Feedback should be an integral part of the process of responsive teaching which is evident in all lessons. The learning objective of the lesson should be the dominant focus.
- It should be a two-way process:
teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between teachers and pupils.
- Feedback is given where there is time and opportunity for pupils to respond appropriately.
- Feedback will look different in different year groups across school and be 'age appropriate'.
- It is based on a thorough understanding of individual pupils and their learning. Although this policy aims to reduce the amount of written comments made, **we still expect that teachers spend time reading pupils' work regularly and carefully, in order to identify misconceptions.**
- Feedback and marking should ultimately aim to improve the pupils' knowledge and understanding as opposed to simply improving the pupils' work.

Types of feedback

Timing of feedback can be categorised into the following three stages:

- 1. Immediate feedback:** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
- 2. Summary feedback:** This may take place at the end of a lesson. It may involve some form of self/peer assessment.
- 3. Distance feedback:** This takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of whole class feedback sheets to focus on the next steps for the whole class, groups or for individuals.

Practical guidance on the approach to feedback at Larkrise Primary School

Pupils complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child's work and analyses the common errors being made. **Each piece of work is ticked to acknowledge that the work has been checked and errors identified.**

Positive Pink Pen ‘Tickled Pink’:





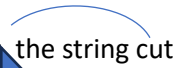

Each piece of work is ticked in pink to acknowledge that the work has been checked. Any parts of work that the teacher would like to share with the class in the following lesson may be ‘starred’. Teachers may add praise comments or stickers where appropriate to indicate work that shows particularly good effort on the part of the pupil.

Green for Growth Pen:

Green pen is used to indicate errors. The school’s editing symbols may also be used to identify basic errors.

Editing Symbols

These may be used to indicate errors in writing.

Errors	Symbol
Spelling	Becos  either underlined with dots or an ‘sp’ in a circle next to word.
Missing words	I went  shop. An arrow for children to add missing word
Punctuation missing or incorrect	Why are you late  Circle around the part children need to edit and improve .  i like my cat.
Start a new line	Twinkle twinkle little star / How... / to say where new line begins
New paragraph	...stroked the kittens. // Suddenly he saw... // indicates new para
Word(s) not required	First you and join together... one line through words not needed
Words in incorrect position/order	Next  the string cut arrow to explain where the word should go
Tense	He <u>drew</u> a picture. Underline word.
Upper/ lower case letters	His  yes are bright. Circle around the letter

General Guidelines for Marking

- Any adult marking work other than the class teacher should initial that they have marked the work.
- Learners will write in pencil/ black handwriting pen. Purple pens will be used for editing, improvements and amendments. Pink and green pencils may also be used to identify strengths and areas for development.
- All staff should write legibly in the Nelson handwriting style.
- Appropriate presentation should be encouraged and aligned to the ‘Great Expectations’ guidance noted in Appendix A.

Feedback Process

Teachers make analysis notes relating to the set of books and identify common errors and misconceptions which can be addressed in the next lesson.

During the next lesson a short 'Feedback Session' often takes place and where age appropriate, pupils use purple pen to correct or edit their work.

While there is not a stipulated way to record feedback notes, teachers are expected to plan feedback tasks and adapt the next lesson in light of the feedback. They should be able to explain how they have done this, and these conversations will form the basis of discussion during monitoring, including subject leader monitoring, and pupil progress meetings with leaders.

As such, during a book analysis, teachers may choose to make notes on the following:

- Work to praise and share
- Individuals or groups of pupils that need further support
- General presentation feedback notes to individuals or groups
- Basic skills errors to address in future lessons
- Misconceptions and next lesson notes

What a 'Feedback Session' looks like –

Teachers use their notes from the book analysis to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer or shorter dependent on need).

The feedback session typically has three layers –individual feedback, group feedback and whole class feedback. A session might contain some of the following elements:

1. Share feedback with individuals (teacher or LSA)
2. Share feedback with groups (teacher or LSA)
3. Share feedback with the whole class
4. Sensitive share good work picking out the key features (perhaps using the visualiser).
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual pupils' work and ask pupils to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of pupils. Pupils then get the chance for deliberate practice.
6. Common misconceptions from previous lesson are shared and re-taught. Pupils may practise the skill on whiteboards etc.
7. Pupils may then respond to the feedback given. **Where possible, feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.**

Monitoring and Review

Monitoring of feedback and marking is the responsibility of all subject leaders and part of a planned programme of monitoring and review undertaken during allocated leadership time. Senior leaders monitor feedback and marking through learning walks, pupil learning dialogues, professional conversations with staff, book looks and pupil progress meetings.

Five Step Summary

1. Prioritise immediate verbal feedback where possible in every lesson, this is most valuable to the learner.
2. Develop children's responsibility and ownership in providing feedback by providing opportunities self/peer assessment using purple pens.
3. Set up a system for a book analysis, including opportunities to note feedback to inform future lessons. Teachers can use their professional judgement on how best to do this but must be able to explain how they have used feedback to inform future teaching and learning at appropriate times, including subject leader monitoring sessions and pupil progress meetings.
4. Collect books in, **read and analyse every child's piece of work.** Use your analysis to make feedback notes to inform future planning. Tick each piece of work in pink to shown acknowledgement. Use the editing symbols to highlight basic errors in green for growth pen and provide next steps for children to complete.
5. Plan your feedback session and communicate your plan for feedback with other adults in the room.

Appendix A

Great Expectations for Presentation

For English and Wider Curriculum Books:

- Full date written on the top line and spelled correctly.
- Miss a line under the date.
- Write the learning objective ensuring it is all spelled correctly on the next line.
- We use neat, joined handwriting at all time.
- Start each line from the margin.
- If a mistake is made, put a neat line through it.
- We are mindful that we always require capital letters, finger spaces and full stops.
- In KS1 we start a new piece of work on a new page.
- In KS2 we choose whether we can rule off and continue on the same page or if a new page is required
- All sheets should be trimmed and stuck in straight (no folder pieces of paper).

For Maths books:

- Write one digit per square.
- Write the short date in maths books.
- Use a ruler when needed.
- If a mistake is made, put a neat line through it.

Clear covers should be on each of the books. The only thing on the front of our books is a types sticker with names on it. E.g. no doodles etc.

We take great pride in all our books and they should continuously look better and better and better!