

Ropery Walk Primary School



Marking & Feedback Policy (including guidelines for presentation)

Rationale

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 EEF. This 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

Our policy is also underpinned by the DfE's research into teacher workload which has highlighted written marking as a key contributing factor to workload. We have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group with emphasises that marking should be: **Meaningful**, **manageable** and **motivating**. We have also taken note of the advice provided by

the NCETM that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Principles

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

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- 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 work for the pupil
- 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
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lessons
- 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
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it, therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure

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.

Marking & Feedback in Practice

Work that takes place in lessons must be evaluated

- All work to be read and ticked
- Information obtained from this should be used to adjust teaching

| Type | What it looks like | Evidence |
|---|---|---|
| Immediate (during teaching) | <ul style="list-style-type: none">• Verbal• Often needs immediate action from children• Questioning• Includes teacher gathering feedback from teaching within the course of the lesson• With groups or whole class• May redirect the focus of teaching or the task | <ul style="list-style-type: none">• Lesson observations• Correcting/editing/rewriting in books |
| Summary (at the end of the lesson) | <ul style="list-style-type: none">• With groups or whole class• Provides an opportunity for evaluation of learning in the lesson• Self/peer assessment against an agreed set of criteria• May take the form of a quiz or score on a game (eg TTRS) | <ul style="list-style-type: none">• Lesson observations• Evidence of self/peer assessment• Quiz or game results may be in books |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Plenary challenges • May involve work displayed under visualiser | |
| <p>Next steps</p> <p>(next lesson)</p> | <ul style="list-style-type: none"> • Teachers respond to children's work using marking sheet • Using this sheet, teachers give feedback to the class about strengths and areas for development and give time for development areas to be worked on and improved through proof reading and editing their work • Interventions in place to address gaps or misconceptions | <ul style="list-style-type: none"> • Lesson observations • File with marking sheets • Evidence in books of children editing and redrafting their work in green pen • In KS1, where work is done in pencil, improvements will be clearly indicated. |
| <p>Summative</p> <p>(tasks planned to give definitive feedback about whether the concept/LO is secure)</p> | <ul style="list-style-type: none"> • End of term Puma/Pira tests • End of unit quizzes • Work graded 1,2,3 or 4 in foundation subject books | <ul style="list-style-type: none"> • Test results • Quiz results |

Guidance for Teachers

Teachers will have looked at children's work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, as well as the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, this will be recorded on the mark sheet and used in the next lesson as a teaching point.

The editing lesson should be divided into two sections.

- Proofreading - changing punctuation, spelling, handwriting and grammar mistakes
- Editing - improving their work to improve the composition

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

Proofreading

The teacher will share extracts from children's work using the visualiser, at first showing good examples of work. For example, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. The teacher may then share a section of text with poor punctuation and reteach the class the various punctuation rules. They could also point out spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children may use partners to support each other in the identification and correction of mistakes.

Editing

The teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that had made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then, in pairs, they read together each other's work and suggest improvements, alterations and refinements which the author of the piece then adds - in green pen in KS2 or clearly identified in KS1 to help the teacher see what changes the child has made.

Maths feedback

- Verbal feedback should be given throughout the lesson.

It is important to distinguish between slips and errors that show lack of understanding:

- For slips, it is often enough to indicate where each slip occurs.

If errors demonstrate lack of understanding, the teacher may decide to take different causes of action.

- Where 1 or 2 pupils are making the mistake, this should be tackled as soon as possible in intervention. This can be delivered by the teacher or TA.
- Where several pupils make an error, working further with this group or using the opportunity to address the difficulty with the whole class.
- Ticks and crosses are used for factual answers.
- Children to peer/self-evaluate work using green pen/pencil.
- Children should be given the opportunity to find their error with a process of recalculating. Corrections to be completed in green pen/pencil as soon after the lesson as possible.
- In maths learning journals, a written comment should be made by the teacher/TA if the comment can move learning on.
- In KS2, if concrete resources are used, 'concrete resources' should be written in books.
- Intervention should be written in workbooks and maths journals where necessary.
- TA is to be written if support is given.
- To show the learning journey, a stamp is to be used in the workbooks to signal if any further work has been completed in the maths journals.

Equal Opportunities

The marking and feedback policy and procedures, encourage the practice of inclusion for all.

Date agreed: September 2025

Reviewed by all staff

Marking and Feedback Guidelines

Presentation of work should be of a high quality across all subjects (see Appendix "

Ropery Walk Primary School
Guidance for setting out and marking written work.

All staff and pupils should adopt the agreed school handwriting scripts for printing and cursive writing. Please see attached examples of handwriting styles.

All staff should use the school's agreed handwriting style when writing comments on children's work.

Staff should note that the printed script requires that capital letters and those lower case letters with ascenders, should fill the space between the two lines, as in the examples below:

Ff Dd Hh I t

Lower case letters should begin half way between the top and bottom lines thus:

a e i o u

Children should write the date in their English/ Literacy books in word format but may use the short, numbered format on worksheets and for other subjects. The date should be written on the left hand side of the page (not in the margin). A line should be left before the title, which should be written in the middle of the line. The date and title should be underlined once using a rule. Pupils should then leave a line before they start their work. If the task is a numbered exercise, a line should be left between each answer as in the example below:

Monday 7th October

Conjunctions

1. I like chicken but I love sweetcorn.

2. It snowed heavily yet the football game continued.

A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z

a b c d e f g h

i j k l m n o p

q r s t u v w x

y z

1 2 3 4

5 6 7 8

9 10 11 12

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Presentation and setting out

Formation of numbers

All numbers start at the top.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|

Setting out of numbers

KS1 write whole number, even a three digit number, in one square.

| | | |
|---|----|-----|
| 3 | 23 | 123 |
|---|----|-----|

KS2 write each digit in a separate square.

| | | | | | |
|---|---|---|---|---|---|
| 3 | 2 | 3 | 1 | 2 | 3 |
|---|---|---|---|---|---|

Date, title and setting out

Y1 and Y2 write date in number format (put dot to help). If a title is used it must be written next to the date. Leave a line and start work (put dot to help).

| | | | | | |
|----|-----|-----|---|----|--|
| 7. | 10. | 08. | | | |
| 8 | + | 6 | = | 14 | |
| 10 | + | 3 | = | 13 | |
| | | | | | |
| | | | | | |

KS2 write date at left hand side, leave a line and write title in centre. Both date and title are underlined with a rule. Leave a line before starting work. Children fold page to help setting out when necessary. Write number of calculation and full stop. Leave two squares and write calculation. Work across the page. Leave one line when working down the page.

| 7. | 1 | 0 | 0 | 8 |
|--------------|---|---|-----|-----------|
| <u>Title</u> | | | | |
| 1. | 3 | 6 | + 2 | 1 = 5 7 |
| 2. | 1 | 7 | + 2 | 9 = 4 6 |
| 3. | 2 | 4 | + 3 | 7 = 6 1 |
| 4. | 3 | 8 | + 2 | 4 = 6 2 |
| 5. | 8 | 7 | + 3 | 4 = 1 2 1 |

Marking

KS1- Tick correct answer. Cross incorrect answer. In Reception draw box to write correction. Progress to dot in Y2.

| | | | | | | | |
|----|---|---|---|----|---|----|--------------|
| 3 | + | 2 | = | 4 | × | 5 | ^c |
| 14 | + | 9 | = | 12 | × | 23 | ^c |

KS2 – Tick correct answer. Cross incorrect answer. Whole calculation to be written out again for corrections.

TA. to be written if any adult support is given.

Totally independent work will have nothing written beside it.

VF. (verbal feedback) to be written if work is marked with child.