

**Holy Trinity Primary School**  
**Feedback & Marking Policy**

## Introduction

*Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers.*

## Education Endowment Fund

At Holy Trinity School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

## Aims

- To provide constructive feedback to every child, focusing on success and Next Steps in Learning; enabling children to become reflective learners and helping them to close the gap between current and desired performance.
- To provide information for parents to gauge their child's performance.
- To raise the standard of work in school.
- To gauge progress against Year Group Expectations and over time.
- To inform the teacher and support staff about successes and misunderstandings and to enable future teaching based on this information.
- To enable children to see marking and feedback as positive in improving their learning.

## Implementation

**Principles of marking and feedback:**

- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning outcome .
- Where met, Individual Learning targets are acknowledged.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- When Target Steps in learning are given, pupils should respond and their responses marked.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.- If verbal feedback is given this must be acknowledged in the marking
- Children should have time to review & respond to the comments in their books.

### **Verbal Feedback**

We believe that the day to day strategies of analysing responses to questioning, observing and discussing understanding, knowledge and skills acquisition are elements of effective feedback.

We give verbal feedback on pupils' work usually during the lesson although sometimes feedback is given before the start of the next session or between lessons.

- If verbal feedback is given by an adult, it is acknowledged on the work.
- Verbal feedback allows for a swift turnaround of assessment - feedback - adapting/developing the learning of the child.

### **Assessment & Feedback after the lesson**

The teacher will mark against the learning focus/objective and when applicable Success Criteria.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective;
- if it is a spelling/high frequency word / phoneme or non-negotiable word that all pupils should know;
- if it is related to the child's target.
- if it relates to technical/ key vocabulary.

Written comments by teachers should be neat, legible and follow the school handwriting policy.

When marking work and giving feedback, teachers should ensure that comments are advancing pupil progress and outcomes.

**Symbols and Abbreviations: Each Key Stage has a specific marking code; these are available**

**Scanned marking codes**

## **Specific guidelines for extended writing in English**

### English

The IPEEL system is in place in every classroom and evidence of its implementation should be found in all books. Each unit of work requires a clearly labelled Cold & Warm Task.

After completing their Cold Task (at the beginning of a unit) a **Target** is set, this is a grammar based target. **Targets** set by the class teacher will form the basis of teaching within the unit. **Target Steps** are used to support the pupil in achieving their Target. Thought Bubbles in marking are used to provide additional challenge or to ask a pupil to complete a task not linked to their **Target**.

**Targets Steps** provide teaching & learning and assessment opportunities; as such they should be completed by the pupil and noted by the teacher. A number of different **Target Steps** should be evident within a unit of work for each pupil.




Marking of a Warm Task is against any **Target** set after a Cold Task and the 'marksheets' are used to identify progress. SEN children must have a different mark sheet in order that they can celebrate their success rather than feel demoralised they haven't scored highly.

Where a pupil has evidenced they can apply a **Target** this should be acknowledged in their work (Highlighted Green). Where an opportunity to apply

a **Target** has been missed this should be highlighted in work (Pink). (GREEN For GOOD- PINK For THINK). Areas highlighted in Pink will form additional **Target Steps** for pupils. To save time you could use this highlighted area as a Target step i.e. rewrite the highlighted sentence with 2 adjectives / with a fronted adverbial.

If a pupil achieves their **Target** prior to the Warm Task (end of the unit) a new **Target** should be set and **Target Steps** towards it recorded.

Staff will in addition use the existing marking code to draw pupil's attention to any errors in; non-negotiable spellings, punctuation and grammar as appropriate to the age, needs & ability of the pupil.

Cold Task Target Set	Target 
Target Steps	
Warm Task Target Reviewed	Target 

## Specific guidelines for Maths

### Maths

At the beginning of each unit (a linked block of work) an example is given of what it is anticipated a pupil will be able to achieve at the end of the unit. This could be given as; a statement, a list of bullet points or an example of a calculation. It is for teachers to deem which is most appropriate given the age, ability and learning style of the pupil as well as the subject matter being covered. This will be their **Target**. The teacher will assess against the **Target** at the end of the unit, dating or stamping when it has been achieved.



Calculations undertaken each day should be marked correct or incorrect, using the school Marking Code. Marking should clearly state if the work is independent or completed with support. Teacher comments in books should be linked to the learning pathway of the pupil, areas for development (including misconceptions) or additional challenge.

Where an additional task is requested the **Target Steps** symbol should be used. Pupils must be given time and may need support to complete these and they need

to be marked. This is particularly useful to provide additional challenge where a child has lots of ticks in their work.

**Target Steps** need to be specific to the pupil's learning needs during that unit; each pupil will receive this form of feedback at least once in each unit.

**Target Steps** and any corrections can be completed using Purple Polishing Pens.

Target for the Unit	Target 
Target Steps	

### Equal Opportunities

In line with our Equal Opportunities policy, we will ensure that feedback and marking are provided for all our pupils, regardless of gender, race or disability. We strongly believe that feedback and marking can be used to develop a child's learning in any area of the curriculum, particularly for those children with Special Educational Needs - including pupils who are Gifted and Talented.

This policy has been assessed for Equality Impact Assessment and has a low priority.

### Monitoring & Evaluation

This policy will be monitored as part of school self evaluation by the Subject managers and members of the Senior Leadership Team. Monitoring may include: Progress Over Time Reviews, Work Scrutinies, Classroom Checks, Classroom Observations, Raising Achievement Plan review meetings or any other form of school self-evaluation .