

Ribchester St. Wilfrid's CE Primary School

Feedback and Marking Policy

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Purpose

This policy outlines our approach to feedback and marking, ensuring it is meaningful, manageable, and motivating for pupils and staff. It supports pupil progress, reduces unnecessary workload, and aligns with current educational research and government guidance.

Core Principles

- Feedback drives learning: It should help pupils understand how to improve and take ownership of their progress.
- Professional judgment matters: Teachers decide the most effective form of feedback based on context and pupil needs.
- Efficiency over evidence: Feedback does not need to be written to be effective or to satisfy external scrutiny.

Types of Feedback

Immediate feedback:

- takes place during a lesson with individuals, groups or a whole class
- includes formative assessment from the teacher or teaching assistant, for example using the whiteboard, book work or verbal answers
- is often given verbally to pupils for immediate action and may redirect the focus of teaching or the task
- praises effort and contributions

Verbal Feedback:

- given during lessons to individuals or groups. Encourages immediate action and supports real-time learning.

Summary (feed-forward) feedback:

- teachers use pupil work/evidence from lessons to inform future planning and address misconceptions in the moment or plan for further learning opportunities.
- identifies and addresses strengths or misconceptions of the class or group within the lesson or unit
- allocates time for editing based on feedback or knowledge rehearsal
- may involve peer support or support from a teacher or teaching assistant

Responsive (catch-up) feedback

- takes place after the lesson or activity with individuals or groups who require it.
- is often given verbally with time to rehearse knowledge

Peer and Self-Assessment:

- Both these types of feedback promote reflection and independence.
- For self-assessment, children will use a purple pen to correct their own work. This is particularly useful in areas where there is a definitive answer i.e. Mathematics. They may also self-assess how they feel about the learning.
- For Peer feedback: Structured formats such as "2 Stars and a Wish" may be used to support pupils in providing constructive feedback.

Distance or Written Marking:

- Use only when it adds clear value to pupil understanding and progress.

Feedback Codes:

- An agreed code of symbols or short hand will be used across school to identify strengths and areas of improvement.
  - ✓ Pink ticks or highlighting identifies a strength in work
  - ✓ Green dots, highlighting or green circled words suggest an error to support children in making corrections.
  - ✓ Teachers will also use:
    - /\ = Capital letter error
    - P = Punctuation error
    - Sp = Spelling error
    - G = Grammatical error
    - / = Finger Space needed
    - // = new paragraph/ new line needed
    - ➡ = next step (closing the gap prompt)

  (For KS1 pupils, and where staff feel it will support a pupil, underline the errors in green for further support)

  - S signifies supported work
  - I signifies independent work

Closing the Gap Prompts/comments:

- **A reminder prompt** – Simply reminds the children of what needs to be improved in connection with the learning objective/success criteria, e.g. Say more about how you feel about the person. This is more suitable for more able children.
- **A scaffolded prompt**- This is suitable for those children who need more support than a simple reminder. This prompt provides some support, e.g. in the form of a question: can you describe how this person is a good friend? or, describe something which

happened to show they were a good friend, or, He showed me he was a good friend when..... (Finish the sentence). It may also take the form of a short cloze procedure.

- **An example prompt** – Extremely successful with all children but especially with the less able. This prompt gives the child the actual choice of words or phrases e.g., choose one of these of your own: He is a good friend because he never says unkind things or my friend is a friend because he is always nice to me. It may also involve examples from which to choose.

Further Notes

- Teachers may choose to use stickers to celebrate/acknowledge good work.
- Pupils use blue pen or pencil therefore teachers will use black pens if scribing or for transcription.

Structuring Lessons to Maximise the Effectiveness of Feedback

- Feedback must empower a child to take responsibility for improving their own work. Adults should not take this responsibility away from the child by doing the hard work for them (for example, making corrections to spellings, punctuation, or grammar).
- Pupils should be provided with opportunities to respond to written feedback as soon as possible.
- In more extended pieces of writing, the teacher may section off smaller chunks and focus their developmental comments on this section. A highlighter can be used to draw a box around the area of writing that the teacher wants the pupil to focus on and a developmental comment related to the success criteria for the lesson should be provided.
- In Mathematics this may look like: Short verbal or written feedback comments could be provided to extend children further- for example: 'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'. These short extension comments could be provided during live feedback or as part of distance marking.

Examples of how feedback can be built into the day include:

- A 'soft' start to the school day e.g groups/individuals/whole class respond to feedback at the beginning of the day, before a lesson officially begins or maybe during assembly.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson is addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the interactive whiteboard.
- Use of whiteboards throughout the lesson so children can share answers and teacher can give immediate feedback.

- Time built into lessons for self-assessment - for example, self-marking in Maths, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing Writing on a regular basis.

Monitoring and Review

SLT could use evidence such as: planning looks, lesson observations, learning walks, book looks to monitor how the range of feedback is helping pupils progress.

Feedback practices are reviewed regularly to ensure they support pupil outcomes. Staff are encouraged to share effective strategies and reflect on impact. Policy is reviewed and updated annually with staff involvement.