



# Hollinhey Primary

## Feedback and Marking Policy 2023

Signed by:

S.Clough

19/4/23

Headteacher

Date:

R. Sinclair-Smith

19/4/23

Chair of governors

Date:

## Contents:

### [Statement of intent](#)

1. **[New]** [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Expectations](#)
4. [Workload](#)
5. [Marking](#)
6. **[Updated]** [Feedback](#)
7. **[Updated]** [Remote learning](#)
8. [Monitoring and review](#)

### Appendix

- **EYFS Feedback Key**
- **Y1 Feedback Key**
- **Y2 Feedback Key**
- **KS2 Feedback Key**

## Statement of intent

**Hollinhey Primary** understands that the effective use of feedback and marking techniques can have a powerful influence on pupils' learning and progression. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement.

However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback 'free'. Large amounts of time are spent providing pupils with feedback, perhaps not always productively.

This policy focuses on the EEF principles of effective feedback.

They state that teachers should:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially,
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

This policy aims to ensure that feedback and marking:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is inappropriate or unnecessary to provide it.

## 1. **[New]** Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Primary Curriculum Policies
- Special Educational Needs and Disabilities (SEND) Policy

## 2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Curriculum Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback in their subject
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

### 3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer next steps for improvement when appropriate to the task and learning sequence
- Judge whether written or verbal feedback should be given
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback, which also allows them to respond to the feedback and ask questions.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Acknowledge all the pupil's work with ticks and / or a constructive written or verbal comment e.g. homework, peer or self-assessed work. Exceptions to this are the pupil's Spelling Journal and/or 'Retrieval' activities and other forms of independent learning.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Supply teachers are expected to mark the work they have delivered according to this policy and marking key.

Teaching assistants who have specific responsibility for a group e.g. Interventions, phonics etc. must mark that work. However, teachers must monitor this teaching & learning in order to assess progress.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their feedback targets and to action any suggested improvements.
- Take responsibility for their learning.

#### **4. Workload**

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

#### **5. Marking**

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

Immediate feedback either verbally or written can be given within a lesson. This addresses mistakes or suggestions for improvement that can have immediate impact.

Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Stickers placed on work
- Praise points awarded
- Praise in front of whole class
- Displaying excellent work around the classroom
- Letters to parents
- Verbal praise in a one-to-one setting

Teachers will encourage pupils, when appropriate, to mark their own and each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods. All Self & Peer marking should be done in the Hollinhey Purple Pen including response to feedback.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

### **Marking in maths**

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers

- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged i.e. Teachers may also extend learning or assess understanding by giving pupils a further question to respond to.
- When self-marking, wrong answers should not be erased or crossed out and subsequent corrections should be done in Purple Pen alongside the original answer if appropriate

### **Marking in English**

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed; this may be written, within a checklist or use of a stamper in EYFS/KS1
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct key spellings, particularly those appropriate for the year group
- Common key spelling errors will be written in the fold-out flap in the cover of English books for reference and as 'target words' for additional practice
- Correct key punctuation and grammatical errors appropriate to the objectives for the year group
- Independent writing for assessment will not be marked by the teacher and should be indicated as 'Independent' with 'I' or a stamper near the title/date, although self-editing and use of materials to support spelling still will be encouraged
- Avoid 'over-marking' as not to impact on the pupil's confidence
- Allow specific time for pupils to read, reflect, and respond to marking

## **6. Feedback**

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided one-to-one outside of the lesson in a coaching role.



To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final outcome in mind
- Making it clear what the objectives are from lesson to lesson, as well as final expectations (Bridging Forward)

The school believes in developing independent thinkers and as such, feedback can guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers or Teaching Assistants will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Where a great deal of support has been given (WS) is to be written alongside that supported work.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

## **7. [Updated] Remote learning**

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted through the school's TEAMS system.

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

## **8. Monitoring and review**

The Senior Leadership Team (SLT) will conduct reviews of marking and feedback by monitoring practice and staff voice, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The SLT will conduct reviews of marking and feedback by talking with pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

The headteacher and SLT will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to the Senior Leadership Team.








This policy is reviewed annually by the Senior Leadership Team

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.



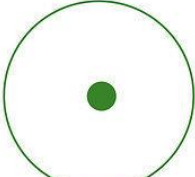




The scheduled review date for this policy is April 2024.

**Appendix 1**








**Hollinhey Reception Feedback Key**

Code	Explanation		
 Full stops	 Great Ideas		
 Finger spaces	 Letter formation		
 Represents some sounds correctly	 Capital/lower case letters		
✓	<b>this is good/you have met the objective</b>		
<b><u>word underlined</u></b>	<b>spelling mistake of a key word</b>		
x	<b>this is incorrect</b>		
	<b>Next steps</b>		
<b><u>For Teachers</u></b>			
GG	<b>Guided Group</b>	I	<b>Independent work</b>
T/TA	<b>Teacher/Teaching Assistant</b>	VF	<b>Verbal feedback</b>


# Hollinhey Feedback Key-Year 1

Code		Explanation	
 Letter formation		 Great Ideas	
 Full stops		 Proof read	
 Finger spaces		 Capital/lower-case letters	
✓		this is good/you have met the objective	
<u>word underlined</u>		spelling mistake of a key word	
x		this is incorrect	
		Next steps	
<b><u>For Teachers</u></b>			
GG	<b>Guided Group</b>	I	<b>Independent work</b>
T/TA	<b>Teacher/Teaching Assistant</b>	WS	<b>Work completed With Support</b>

## Hollinhey Feedback Key-Year 2

Code	Explanation		
 Join handwriting	 Great Ideas		
 Connectives	 Proof read		
 Punctuation	 Capital/lower case letters		
✓	<b>this is good/you have met the objective</b>		
<b><u>word underlined</u></b>	<b>spelling mistake of a key word</b>		
x	<b>this is incorrect</b>		
O (circle)	<b>incorrect use of upper or lowercase letters, punctuation or calculation</b>		
	<b>Next steps</b>		
<b><u>For Teachers</u></b>			
GG	<b>Guided Group</b>	I	<b>Independent work</b>
T/TA	<b>Teacher/Teaching Assistant</b>	WS	<b>Work completed With Support</b>

## Hollinhey KS2 Feedback Key

<b>Code</b>	<b>Explanation</b>
✓	this is good
	next step/s
<u>word underlined</u>	spelling mistake of a key word
O (circle)	incorrect use of upper or lowercase letters, punctuation or calculation
^	missing words/letter
~~~ (wiggly line)	this part of the sentence doesn't make sense
X	this is incorrect
?	Look at this word, sentence again. Can you improve it?
• (Dot)	for a sequence of incorrect answers
©	correct this
//	new paragraph needed

### For Teachers

WS= With Support

GG= Guided Group

TA= Work with Teaching Assistant-led Support

S= Supply

I= Independent work