



Shardlow Primary School

Aspire Achieve Thrive



Marking and Feedback Policy

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Version Control

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V1	10.09.2018	K Magner	New policy adopted. Feedback added to title to reflect notion that not all feedback needs to be written marking.
V1.2	27.02.2019	K Magner	Revised sections 4-8
V1.3	05.03.2021	M Davies	No changes made
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1. Aims

- 1.1 At Shardlow 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.

2. Research

- 2.1 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.
- 2.2 The Education Endowment Foundation research 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.

- 2.3 Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such 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 which emphasises that marking should be: Meaningful, manageable and motivating.
- 2.4 We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

3. Key Principles

3.1 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 it in the next appropriate lesson. The 'next step' is usually the next lesson.
- 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.

4. Feedback and Marking in Practice

4.1 It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

4.2 Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. End of lesson feedback- at the end of a lesson/task
3. Next step feedback– further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

5. Immediate Feedback

Actions

5.1 Teaching staff should maximise opportunities to gather feedback from teaching throughout the course of the lesson.

- 5.2 Throughout the lesson they should be actively monitoring the learning to identify pupils who need feedback, support and or intervention.
- 5.3 The feedback given will most often be verbal and will require immediate action either from the teacher (for example stopping the class/group or individual to reshape the learning) or from the pupils (for example correcting their work to match a desired format or correcting a repeated error.)

Evidence

- Learning walks/lesson observations

6. End of lesson Feedback

Success Criteria

- 6.1 The 'Good, Great and Super' success criteria sheet (see Appendix 1) should be used for the majority of lessons in English and Science, and stuck in the books at the top of the page for that day. Other subjects must be titled with a Learning Intention or lesson Question. (See Shardlow Primary School Presentation Policy for examples)
- 6.2 Teaching staff should assess pupils against these criteria using a tick in the relevant box and give time for pupils to self-assess against the criteria.
- 6.3 When completing a writing task the 'Writing Success Criteria Grid' should be used (see Appendix 2). Similarly teaching staff should assess pupil's against these criteria using a tick in the relevant box and give time for pupils to self-assess against the criteria.

Checking written work

- 6.4 Teaching staff should check all written work in books before the following lesson.
- 6.5 When checking written work, teaching staff should be mindful of identifying the difference between errors and misconceptions.
- 6.6 Teaching staff should use the agreed symbols and approaches to help pupils identify errors in their work so that they can be corrected as independently as possible (see Appendix 3- Marking Agreement)

Other

- 6.7 Teaching staff may also use quizzes, tests or games at the end of a lesson to obtain feedback

Evidence

- Success Criteria in books
- Some evidence of self – and peer-assessment may be evident in the books
- Symbols used in books to indicate mistakes

- Quiz and or test results may be recorded in books or logged separately by the teacher.

7. Next step feedback

Action

- 7.1 Whole Class Feedback sheets (appendix 4) to be used by teachers in Maths each lesson, as a reminder to self and additional adults in class of feedback which needs to be given the following day.

Misconceptions

- 7.2 Identified misconceptions should be addressed. In the case of the majority of the class having misconceptions the following lesson plan should be altered.
- 7.3 In the case of individuals or small groups misconceptions should be addressed before the next lesson. The staff member working with the pupil on the misconception should evidence this in the books underneath the same piece of work and this should be signed and dated by the staff member.
- 7.4 Misconceptions should be planned for in all units of work.

Corrections and edits

- 7.5 Time should be given for corrections and or edits to be worked on in the following lesson and or before the following lesson.
- 7.6 Edit and corrections should be done as independently as possible.

Evidence

- Whole class feedback sheet file
- Next step feedback may include alterations to the planning for the following day
- Evidence of pupil's editing and correcting (see Shardlow Primary School Presentation Policy)

8. Summative Feedback

Type

- End of unit or term tests or quizzes
- Quiz and test results

Evidence

- Trackers which evidence whether a child has met specific objectives in their end of term tests

Appendix 1 - Success Criteria Sheet

(editable and printable copy available in staff area)

DATE:

LI:

	Good	Great	Super	I SS S
Self-Assessment				
Teacher assessment				

Appendix 2 – Writing Success Criteria Grid

(editable and printable copy available in staff area)

Year _	Feature	My check	Teacher check
Good			
Great			
Super			

Appendix 3 - Marking Agreement

This marking agreement applies to all curriculum subjects. Teachers should encourage pupils to correct spelling, punctuation, grammar and mathematical errors across the range of curriculum subjects.

Pens

Please see the pen colours which must be used;

Teaching and learning assistants- Green	Teachers- Black
Pupil writing- Blue	Pupil edits- Purple

Presentation

When marking adults in school must model high expectations in presentation by;

- Using neat, legible handwriting in line with the school's handwriting policy
- Ensuring that they are writing on the line and or annotating in an appropriate place
- Using accurate spelling, punctuation and grammar (where mistakes are made in marking these should be corrected as the children are expected to correct them (see Shardlow Primary School Presentation Policy).

Errors or misconceptions?

Teachers should be using the feedback from lessons and written work to distinguish between errors and misconceptions. The tables overleaf are actions to be taken if a pupil has errors in their work. If a pupil has a misconception the pupil will need intervention to help reshape the learning. Misconceptions should be indicated with the letter 'M' circled next to the part that the pupil has a misconception with and there should then be evidence in the book of intervention before the next lesson.

Symbols

Marking should allow pupils to correct and edit their works as independently as possible.

The table below indicates the marking approach for each class in different areas of learning. For children working below or above age -related expectation strategies from other classes may be used.

Spellings

The maximum number of corrections should be 5 per A4 piece of work. Teachers should read the work first and then in cases where there are more than 5 corrections they should indicate the 5 most important by order of development. Phonetically plausible spellings, sight words and the spellings from appendix A of the National Curriculum should take precedence over technical/topic specific words.

Class	Relevant corrections/edits	Symbol/indicator	Actions
R	Phonetically plausible words and sight words for their phonics phase	Orange box at the bottom of the page.	The teacher writes the spelling at the bottom of the page (outlined with an orange highlighter) and the pupil copies 5 times. E.g like x5 <i>like like like like like</i>
Year 1	Phonetically plausible words and sight words for their phonics phase. Spellings as outlined in the English National Curriculum appendix 1.	Orange box at the bottom of the page.	The teacher writes the spelling at the bottom of the page (outlined with an orange highlighter) and the pupil copies 5 times. E.g like x5 <i>like like like like like</i>
Year 2		Underline the incorrectly spelt word.	Pupils correct the words independently and or with a dictionary or word mat. They write the correction above the incorrect word. For technical/topic specific words which are not likely to be found in a school dictionary, the teacher may use the approach above.
Year 3/4	Spellings as outlined in the English National Curriculum appendix 1. Technical/topic specific words	Underline the incorrectly spelt word.	
Year 5/6	Spellings as outlined in the English National Curriculum appendix 1. Technical/topic specific words	Put the letters 'sp' in the margin on the same line as the spelling error.	Pupils correct the words independently and or with a dictionary or word mat. They write the correction above the incorrect word.

Punctuation

Class	Relevant corrections/edits	Symbol/indicator	Actions
R	Fingers spaces Capital Letters at the start of a sentence Full stops at the end of a sentence.	A circle in the space where the punctuation should be.	Pupils add the correct punctuation into the circle.
Year 1	All of the above and... Question marks and Exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I		
Year 2	All of the above and... Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		
Year 3	All of the above and... Inverted commas to punctuate direct speech	As Year 5/6 but the R-Yr2 approach may be needed for new learning e.g when first learning inverted commas and apostrophes.	As Year 5/6 but the R-Yr2 approach may be needed for new learning e.g when first learning inverted commas and apostrophes.
Year 4	All of the above and... Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession Use of commas after fronted adverbials		
Year 5	All of the above and... Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	A circle in the margin on the same line as the error with the correct symbol indicated inside.	Pupils find the missing punctuation and correct accordingly.
Year 6	All of the above and... Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Hyphens to avoid ambiguity		

Grammar

Class	Relevant corrections/edits	Symbol/indicator	Actions
R	Ensuring their sentences make sense and or missing words.	Use an asterisk (*) at the start and end of the sentence to indicate it doesn't make sense.	Teacher then writes the correct sentence underneath as scribed by the child.
Year 1	Ensuring their sentences make sense and or missing words. Joining words and joining clauses using 'and'	Using an asterisk (*) above a full stop to indicate that 'and' should be used instead.	
Year 2	All of the above and... Correct choice and consistent use of present tense and past tense throughout writing.	Use an asterisk (*) at the start and end of the sentence to indicate it doesn't make sense and or the tense is incorrect. Use an asterisk (*) above the grammatically incorrect verb.	The pupil then puts an asterisk (*) at the bottom of their work and writes the correct sentence and or writes the correct word above the incorrect word.
Year 3	As above.		
Year 4	Using paragraphs. Appropriate choice of pronoun or noun within and across sentences.	Use // circled at the end of the work to indicate that the pupil should have used paragraphs. Use a c circled above the grammatically incorrect pronoun.	The pupil then puts // to indicate where they would have started a new paragraph. Pupils correct it by writing the correct pronoun above.
Year 5	As above.		
Year 6			

Word Choices

Class	Relevant corrections/edits	Symbol/indicator	Actions
Year 2	All pupils should be encouraged to improve and edit their words choices.	Use an arrow pointing upwards next to the word.	Pupils edit the word choice independently and or using a thesaurus/words mats.
Year 3			
Year 4			
Year 5		Use an arrow pointing upwards in the margin on the same line as the word.	Pupils write the new word above the previous word.
Year 6			

Mathematical Corrections

Class	Relevant corrections/edits	Symbol/indicator	Actions
All	Teachers should identify calculation errors that the pupil can correct independently in all pieces of work.	Use a circled 'c' to identify a calculation which needs correcting.	Pupil corrects the calculation independently.
	Teachers should encourage pupils to provide extended written responses to reasoning and problem solving in relation to their year group and or ability level. Written responses should reflect the child's verbal responses, unless the pupil has a specific educational need which prevents this.	Write 'Ext' next to the written response and then an orange box at the bottom of the work.	Pupils write their response again in the orange box expanding on their original response.
	Pupils should edit their word choices to ensure that the correct mathematical vocabulary is used	See 'word choices' section.	

*Corrections in regards to spelling, punctuation, grammar and words choices apply in exactly the same way to Mathematics as any other subject.

Appendix 4 – Whole Class Feedback Sheet

(editable and printable copy available in staff area)

<u>Class</u>		<u>Lesson</u>		<u>Date</u>	
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Praise/WAGOLL

Edit/Corrections

Missing/incomplete work

Misconception/further support

Next morning activities
(Consolidate/Develop/Stretch)

Presentation

Appendix 5 - Guidance on Writing Feedback for Teachers

Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

Editing lessons

Where individual children have done particularly well or badly at something, the teacher will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections

- proofreading
Changing punctuation, spelling, handwriting and grammar mistakes.
- editing
Improving their work to improve the composition.

Proof reading

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

The teacher will share extracts from pupils' work, using visualiser technology, photos and or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof reading section, 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.

Then the teacher might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some 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 sit in mixed ability pairs and support each other in the identification and correction of mistakes.

The 'Crimes Against Writing' prompt sheets (appendix 6) should be used with KS2 classes until these basic skills are securely in place for most of the class. Certain individuals may need to carry on referring to these longer until the checklist is thoroughly internalised. Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on

a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

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 has 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 their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.

Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.

Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

In KS1 and for some Reception children, premade stampers are available to prompt children to look for certain mistakes.

Appendix 6 – Crimes against writing prompt sheet

Crimes against writing prompt sheet

It is a crime to forget that:

- ❖ Every sentence starts with a capital letter.
- ❖ Every proper noun starts with a capital letter.
- ❖ We do not need random capital letters in the middle of words.
- ❖ All sentences must end with punctuation. **. ! ? ...**
- ❖ **I** is always a capital letter when alone or in a contraction as a pronoun.
- ❖ Questions always end with a **?**
- ❖ Contractions always need an apostrophe to replace the missing letter or letters.
E.g: **don't wouldn't can't**
- ❖ You only need an apostrophe before an **s** if you are showing something belongs to something else.
E.g: The boy's coat, the horse's leg, the school's badge.

Spelling crimes

- ❖ Past tense verbs must be spelt correctly - remember sometimes it sounds like **id, t** or **d** but is spelt **ed**.
- ❖ We use **an** before words beginning with a vowel and **a** before words beginning with a consonant.
E.g: I saw **an** elephant and **a** giraffe.
- ❖ We use **was** when the subject is singular (one person or thing) and **were** when you are writing about more than one person or thing. E.g: Today was amazing, we were so lucky to go on that trip.

Your personal spelling crimes!

Appendix 7 - Guidance on feedback in Maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily recall sessions at the start of lessons, where knowledge from previous units and recall facts is practiced.

This information should be used to revisit areas where learning is not secure within maths. The White Rose end of unit assessments given at the end of a specific unit also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day to day maths learning, in Key Stage 2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong. Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again – faster and possibly mentally – so in effect doing the work twice thus getting the sort of over-learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will.

As Daniel Willingham says 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use a visualising tool such as ipads, photos and or written up work to model ways of checking and then expect children to do the same, in effect 'proof reading' maths. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser tool, teachers should show children how to check work as we

go, returning to the question and ticking off each line – writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

Example:

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup? • Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help.
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop.