



MARKING & FEEDBACK POLICY

2024-25

Date Agreed: September 2024

Date to be reviewed: September 2025

At Hillbourne Primary School, we recognise the importance of feedback as an integral part of the teaching & 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. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Focus on moving the moving learning forward whilst targeting specific learning gaps that pupils exhibit
- Be carefully thought out to consider how best pupils receive feedback
- 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.

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.'* Therefore, we expect our staff to spend more time in the lesson planning and preparation stage, rather than the marking stage.

The purpose of marking learning, at Hillbourne Primary School, is to provide feedback that moves all children's learning forwards, as well as to remind them of key skills, spellings, grammar and punctuation.

We encourage and have a greater focus on live marking and verbal feedback, as we know that this is one of the most efficient and immediate responses to moving pupils learning on. Giving feedback verbally enables teachers to clarify and expand immediately, ensuring misconceptions are not embedded, and pupils can act on the feedback straight away.

Key Principles

- The sole focus of feedback is to further children's learning, with a focus on progress.
- Wherever possible, we expect feedback to be immediate within lessons.
- When feedback cannot be immediate, there is an expectation that teachers will respond to pupils' work by addressing errors or misconceptions in a variety of ways.
- Written comments should only be used where any form of verbal feedback cannot be given.
- Where teachers have written comments, pupils will be given time in lessons to respond to them.
- Teachers will use feedback to plan for, or amend, further lesson in the teaching sequence.
- Marking will include highlighting errors in basic skills/non-negotiables.

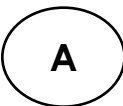

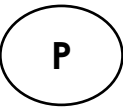








Teachers Codes

Teachers will use codes to identify what form of support or feedback each pupil has been given during the lesson. The codes used and the feedback is based on the Pupil Support Scale

- SS1-Correcting (Pupils require intensive support)
- SS2-Modelling (Pupils require substantial support)
- SS3-Clueing (Pupils require moderate support)
- SS4-Prompting (Pupils require some support)
- SS5-Self-Scaffolding (Pupil self-supporting with given reasons)
- SS6-Independence

1	2	3	4	5	6
Correcting	Modelling	Clueing	Prompting	Self-Scaffolding	Independence
Pupil requires intensive support	Pupil requires substantial support	Pupil requires moderate support	Pupil requires some support	Pupil self-supporting with given resources	Pupil requires no support
Pupil demonstrating Lesson objective can only be achieved with total support The pupil is unable to initiate any independent thinking. The pupil is unable to draw upon prior learning or knowledge.	Pupil demonstrating needing constant <ul style="list-style-type: none"> Verbal reminders Visual reminders Prompted reminders Model and do Pupil needs tasks to be broken down for session Pupil actively watches and listens, then tries step for themselves	Pupil demonstrating Pupil needs their attention drawn to a particular rule or strategy Pupil needs to be taken back a few steps as a structured reminder	Pupil demonstrating Pupil needs metacognitive support and encouragement <ul style="list-style-type: none"> "What do you need to do first?" "What's your plan?" "You can do this!" Pupil has a visual reminder and uses it independently	Pupil demonstrating Lesson objectives can be achieved with no support Pupil needs no <ul style="list-style-type: none"> Prompts Cues Reminders 	Pupil demonstrating Pupil demonstrates spontaneous use of skills required inside and outside of attention focused sessions, paired learning or independent tasks
Pupil is supported by <ul style="list-style-type: none"> Being shown answers Being told answers Copying answers Repeating answers verbalised by support 	Pupil is supported by <ul style="list-style-type: none"> A Choice of two answers A form of cue articulation A correct answer or response and a different example A Sign, symbol or visual Closed questioning 	Pupil is supported by Retrieval of key information through <ul style="list-style-type: none"> A small clue Closed and open questioning More discreet visual or verbal prompting Scaffolding support, word bank, task board, working wall 	Pupil is supported by <ul style="list-style-type: none"> Refocus of attention Encouragement A retrieval strategy Reminder of a self-help strategy 	Pupil is supported by <ul style="list-style-type: none"> TA observing Giving processing time Working walls and directed by staff to self-help strategies 	

Visual images to support our pupils, and to reduce the need for written comments, are also used:

	Capital letter error <i>Missing or in the wrong place.</i>		Check tense
	Punctuation missing <i>Used for ALL taught punctuation marks.</i>		Missing conjunction
	Incorrect spelling		Extend sentence or add more detail
	Finger space needed		Think about... <i>Redirect to LI focus</i>
	Letter or number reversal		New paragraph
	Missing word		

Teachers will make their symbols clear so that pupils understand them and will display them in the classroom for children to refer to.

Teachers will also use Pink (achieved) or Green (not achieved) highlighters within children's learning to indicate whether a pupil has achieved the learning in that lesson. Pupils will respond to any written feedback or edit their work using a purple pen.

Key Performance Indicators (KPI's)

For independent "Writes" the teachers will assess the pupils using agreed key performance indicators; the critical key indicators of progress toward an intended result, to formally assess pupils writing. They will include the KPIs that they will be teaching, and expecting children to use, as success criteria on their learning journey. Teachers will then print these onto purple paper to stick in at the end of an independent write to highlight to show the success criteria that the child has included.

Self and Peer Assessment

We also encourage self and peer assessment, as we understand the importance of self-assessment to give pupils more autonomy over their work. Peer assessment also improves pupils understanding and develops their metacognitive skills.

Learning Intention (LI)

Every lesson will have a Learning Intention (LI) and will be introduced at the beginning to ensure pupils know what the focus of their learning is for the lesson, and what they will know by the end of the lesson.

The LI will be written under the date at the start of the lesson and will be underlined, or will be included on any printed learning.

Eg: LI: I know and can demonstrate how volcanos are formed.

Marking and Feedback

It is vital that teachers evaluate all work undertaken by the pupils. They should then use the information gathered to, where necessary, adjust their teaching. We expect feedback to occur in one of the three stages in the learning process.

1. Live feedback at the point of teaching and during the 'Check' stages
2. Summary feedback at the end of a lesson
3. Written feedback which will take place away from the point of teaching

These feedback stages are numbered in the order of priority. At Hillbourne, we believe that the feedback closest to the point of teaching is likely to be the most effective in further driving improvements in pupils' learning.

Type	What this looks like	Evidence present
Live	<ul style="list-style-type: none"> • Teacher gathers feedback from teaching • Takes place in lessons with individuals or small groups • Given verbally for pupils to action immediately • Includes using pink and green to highlight, underline, use symbols to help children to see the successes/areas to improve • Can be used to redirect the focus of the teaching or the task • May include Teacher prompts or scaffolds 	<ul style="list-style-type: none"> • Learning walks, observe teachers giving verbal feedback • Use of teacher codes in books • Pink and green pen used so live marking is evident • Use of Teacher prompts or scaffolds in books
Summary	<ul style="list-style-type: none"> • Takes place at the end of the lesson or activity • Provides opportunity for pupils and peers to evaluate the learning that has taken place through the form of peer or self-marking – this will identify the 'key sticky knowledge' • Will often include whole class • May lead to changes to the next lesson 	<ul style="list-style-type: none"> • Learning walks • Evidence of Peer and Self-marking in books • Evidence of pupil editing
Written	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Will involve written comments made by the teacher for pupils to follow up on • Can lead to specific targeted teaching of pupils • May lead to next steps targets being set for pupils 	<ul style="list-style-type: none"> • Written comments made by the teacher • Pupils responded to teacher comments • Adaptations to planning which is evident in pupil books next lesson

All pieces of learning will be looked at to ensure that there are no misconceptions prior to the next lesson, whether this is done live within the lesson using real-time feedback, or following a lesson, and it will be evident in children's books that this has taken place.