

Marking and Feedback Policy

2024 – 2025

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(Reviewed September 2024)

Introduction

At Westfield Primary Academy, we believe the sole purpose of feedback should be to move a child’s learning on in three ways:

1. Addressing a misunderstanding
2. Reinforcing a skill or key piece of information
3. Extending a child’s understanding or ability to do something

12 Principles of Feedback at Westfield

1. Wherever possible, children should be involved in feedback and marking. This encourages a conversation between the adult and pupils which involves them in assessing their own understanding.
2. All adults working with pupils should give feedback on their learning.
3. Feedback should reflect our positive culture and should never be addressed in front of other pupils unless it is whole class.
4. Feedback may be written or oral.
5. It may be reflective or immediate (in the moment or post-teaching) however, to manage teacher workload we suggest in the moment feedback/marking as preference.
6. Children should be given opportunities to respond to feedback as soon as possible where appropriate.
7. Feedback indicates where, how and why children have been successful and where to develop in relation to the learning objective (Our Learning).
8. Feedback/marking codes should be used to indicate achievement of learning objective, spelling or grammatical errors and presentation expectations.
9. Feedback should take into account pupils’ levels of progress.
10. Feedback should promote resilience and independence in learning and recognise the success of pupils.
11. There should be a consistent approach to feedback and marking.
12. Feedback and marking should be manageable for teachers.

Frequency of Feedback

English and Mathematics books are monitored on at least a half-termly basis. Wider curriculum books are monitored at least termly. Monitoring of feedback / marking will focus on the progress that pupils are making and not the frequency. Therefore, there is no set expectation on the frequency of written feedback but ALL learning should be acknowledged using the marking codes.

Feedback vs. Marking

At Westfield, we believe that the greatest impact that can be had through marking and feedback is relevant, precise feedback. This, we believe, is more powerful when had in the moment (verbal feedback). However, there may be times when written feedback is needed in relation to our purposes. **Feedback therefore, is regarded as a ‘conversation’ (verbal or written) between teacher and pupil.**

ALL learning should be ‘marked’ in that, it is acknowledged. Using the codes, teachers should indicate to pupils if they have successfully met, partially met / with support, or not met the learning objective (see marking codes). **Marking therefore, is regarded as acknowledgement of learning (both successes and areas for development).**

Expectations

* Every lesson is determined by Our Learning which is displayed **at all times throughout a lesson** – on the whiteboard or slides.
* Errors and misconceptions are addressed in red pen (see feedback / marking codes)
* Purple pen should be used by pupils during explicit editing sessions BUT pupils are not expected to change to purple pen if responding to verbal feedback in a lesson. Teachers should indicate in the margin (VF) to indicate that verbal feedback has been given.
* Marking should be against Our Learning using the objective meeting codes. Ongoing errors/misconceptions such as spelling and grammar are underlined in red pen with the addition of a visual prompt (Sp – spelling, Gr – grammar)
* Professional judgement should be used when delivering feedback (written / verbal) and should relate to the three main purposes of feedback.
* Pupils who have not secured a learning objective should have follow up intervention / feedback to enable them to meet the objective and this should be clearly indicated in books – this should be mainly for Reading, Writing and Maths lessons.
* Knowledge notes are referenced throughout the teaching sequence and should be accessible for all pupils (adapted where appropriate).
* Ingredients for Success in Writing should be colour coded by pupils and then highlighted in their final piece of writing. Teachers should use objective meeting codes to indicate success.
* At the end of each final piece of writing, teacher should give written feedback to indicate the one strength and one area for development for the pupil.

Monitoring of feedback and marking, as previously mentioned, will inform our CPD.

Marking Codes

**Green Pen – Good To Go**

**Red Pen – Stop and Think**

|  |  |
| --- | --- |
| **VF** | Indicates verbal feedback and should be written in the margin of the pupil’s book at the time of conversation. |
| **GG** | Guided group work with either the class teacher or LSA. This should be indicated at the beginning point of the group work. |
| **Aa** | References a missing capital letter. Error position underlined in red pen. Code written in red pen. |
| **Sp** | References a spelling mistake made by a pupil. Underline the spelling in red pen. Write the code in red pen. Write correct spelling at the bottom of the page in red pen. Pupils to write our three times (maximum 3 words per piece of work with particular focus on high frequency words and key vocabulary). |
| **Gr** | References a grammatical error. Underline the error in red pen. Code written in red pen. |
|  | References successes and can be used throughout a piece of work. These should be written in green pen but do not have to be used for every question unless appropriate e.g. in Reading Lessons. |
| **P / P** | References positive presentation/poor presentation. Should be written in green pen at the top of each page. |
| **\*\*** | References a learning objective being successfully met. Should be written in green in the left box at the top of the margin. |
| **\*** | References a learning objective being partially met/or with support. Should be written in green in the left box at the top of the margin. |
| **●** | References a learning objective not being met. Should be written in green in the left box at the top of the margin. |

Example of effective written feedback

Avoid: Well done or Good Work

Instead: ‘You have used powerful adjectives to create a clear and vivid picture of the character’

Avoid: Why? or Add more detail or ‘Can you’

Instead: Find another piece of evidence or fact to prove... Tell me how you know...

Self-Assessment

Pupils’ self-assessment will be gained through pupil book study with school subject leaders on a rotational basis. Feedback from pupil book studies will be shared with teachers and the senior team to enable more proactive work to support students’ learning.