



Springfield Primary
School

Marking and
Feedback Policy

There are many forms of Marking and Feedback, see appendix 1 (EEF: A Marked improvement April 2016)

Corrections (Mistakes or errors?)

Mistakes are when a pupil has made a mistake on something which they normally do correctly. **Errors** are misconceptions of a concept which the pupil may need further instruction to understand. Mistakes should be **highlighted in yellow** for the pupil. **No crosses must be used**. Correct answers in this case must not be given- pupils should think how to correct simple mistakes themselves for the value of most impact, in this method of marking.

Where an error of misconception has occurred, remind the pupil of the rule, and example may be provided or provide a hint or questions which supports their understanding of this learning. **Next step marking** should be used to address mistakes and errors. **Marking should not be done in green pen.**

Thoroughness and frequency of marking

Children will need to know what they have done well and how to improve further. **Green highlighter** may be used to focus on how pupils have met the understanding of material that has just been taught. However, offering pupils' information on how they can improve their work can be more effective in moving learning on. For thoroughness, consider selectively when marking at length, 'Marking less, but marking better' approach, at regular intervals to ensure progress gains. In accordance with the assessment programme of the unit of work, a small number of targets and/or success criteria can be used. For greater impact, targets should be short term.

Pupil and self-assessment can be used, however, pupils will need to be instructed in how to do this effectively and must not take precedence over teacher assessment marking.

Pupil Responses

Marking provides children with both formative and summative feedback on their work. Adults should record whether work has been **Supported (S)**. Adults, other than the class teacher should initial the pupils work to show who has supported the task. If **Verbal feedback is given (V)** is used to indicate with a short summary of the verbal feedback. It is essential that pupils should be provided with designated time to reflect on their marking 'Feedback and response' time or 'Dedicated Improvement Reflection time' to respond to next step marking with their green pen. Feedback and response time should be timely, following the task, in order to maximise learning opportunities consider the best time to feedback on extended pieces of work, to maximise how children act upon your feedback. Pupil response time should be considered when weekly planning and should be timetabled, but should be organised as best suits your class. For some classes this may be immediate feedback and response. **Green pen** must be used for pupils to respond to feedback.

Workload

A balance of marking approaches are needed to ensure that pupils are benefitting from the feedback provided and that the marking set up in your class and across school is sustainable for workload. It is class teachers' responsibility to consider when planning their work for a week that they consider at this stage, how they will feedback to pupils, when children will respond to their feedback and which of the above strategies they will use to maximise the impact on learning and to manage their own workload.

Whole school policy

Summary of Marking and Feedback

- No crosses to be used by adults or children.
- Ticks can be used
- Marking is not to be done using green pen.
- If verbal feedback is given, summarise comments made and record with a **V**
- **S** to be written on the work to show where support has been given.
- If adults other than the class teacher support/ write in books this must be initialled.
- Green highlighter can be used to indicate where objective have been met.
- Feedback picks up basic Spelling Punctuation and Grammar errors and maths errors including number orientation.
- Green pen is used by children to evidence corrections, improvements.
- Feedback verbal or written needs to refer to Success Criteria / I am Learning
- Marking can include stickers and stamps as part of positive comments.
- **GREEN PEN WORK** is to be organised as best suits your class.

When marking work verbally or written ensure that:

- **The feedback is timely, high quality and clear that ensures children know what they have done well and what they need to do to further improve.**

Monitoring of Policy

Book scrutiny will monitor the implementation and impact of the policy and feedback will be given staff as and when appropriate.

Appendix 1: EEF: A Marked Improvement April 2016

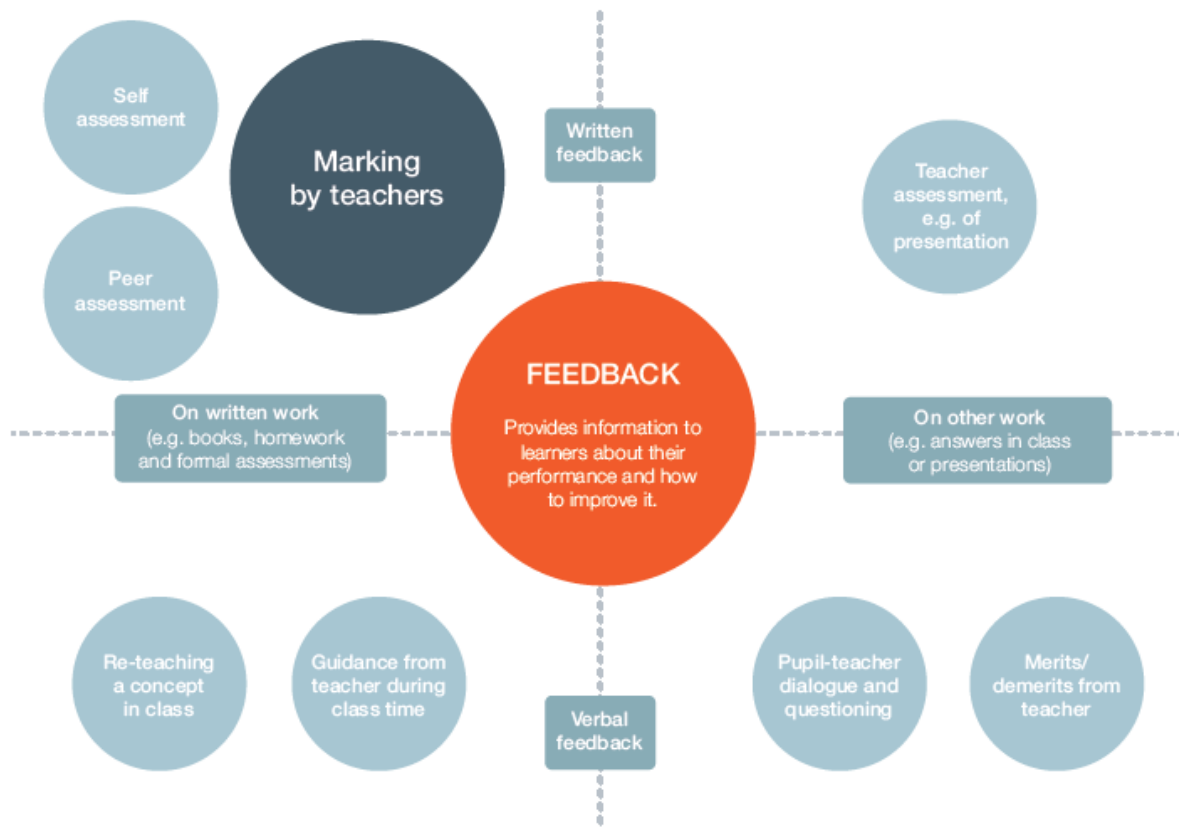


Figure 1. Examples of different forms of feedback.

Policy to be reviewed July 2023