



Holy Trinity Church of England (Aided) Primary School

Policy Statement

Feedback and Marking

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Date: November 2022

To be reviewed: November 2025

At Cookridge Holy Trinity C of E (A) Primary School we believe that children learn in classrooms that have a culture that is highly conducive to feedback. They are provided with regular opportunities to demonstrate their learning through well-designed formative tasks so that teachers can make informed decisions and be responsive to their learning needs. This is achieved through timely, manageable and motivating feedback within and between lessons which is given by teachers to learners so that learning is relevant to learning needs; it is rooted in curriculum goals and is responsive in the moment and across units of work. We also believe it is important to create an environment where our children and everyone in our school community feel they can make contributions, be they oral or recorded, whether they are right or wrong and to feel secure enough to be prepared to fail.

Principles

Feedback and marking should:

- Be accessible to children.
- Be seen by children as positive in improving their learning.
- Be manageable, meaningful and motivating.
- Give clear strategies for improvement.
- Inform future planning and individual target setting.
- Encourage and teach children to self-mark wherever possible.
- Use consistent codes throughout the school.
- Relate to learning objectives/success criteria, which are shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Allow specific time for children to read, reflect and respond to marking and also,
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Respond to individual learning needs.

Strategies

Summative feedback/marking

This consists of red ticks and other symbols from our mark scheme and is associated with closed tasks or exercises.

Strategies for summative feedback include simple quizzing, either on paper or digitally, provides teachers with clarity about what children can and cannot remember – this helps with next steps in children’s learning; more nuanced than quizzing would be the use of multiple-choice questions that draw out misconceptions – this enables teachers to gather as much information as possible about children’s learning.

Formative feedback/marking

Effective feedback answers three questions:

- Feed up – where am I going?
- Feedback – how am I going?
- Feed forward – where am I going to next?

Each feedback question works at four levels:

1. Task level – how well are tasks understood/performed?
2. Process level – how to do a task/process
3. Self-regulation level – self monitoring, regulating actions
4. Self-level – personal evaluation

Core feedback strategies would include:

Feedback within a lesson

This is the feedback that teachers provide on learning that goes on during the lesson. This can be given during guided or independent practice, It can be given in response to what is said by children in class discussion or after responses to formative assessment tasks. This is the most powerful form of feedback as it happens as close to the learning episode as possible. The more feedback that can be given during the lesson the better – but that is not always possible.

Feedback between lessons (Marking)

This is feedback that is developed planned and given by the teacher when there are no students around. Teachers reflect upon the learning that has taken place and consider how the following lesson will be developed in the light of this information.

Whole class feedback

To move learning forward at key moments within a wider unit of work on specific areas that lead to direct actions for children to respond to their work using a green pen.

Quality marking

Not all pieces should be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective/success criteria of the task.

The emphasis in marking should be on both success and improvement needs against the learning objective/success criteria. A focused comment (whether written or oral) should help the child in 'closing the gap' between what they have achieved and what they should have achieved (e.g. 'What else could you say about the prince?', 'Say something about the Prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With writing, codes can save time and make the feedback more accessible to the child- see attached sheet. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.

Secretarial features – where possible this should be addressed during the lesson

Spelling, punctuation, grammar, etc., should not always be the main marking focus in every piece of narrative writing, because children cannot effectively focus on too many things at one time. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings but should make good use of dictionaries and thesauruses in the editing process (see attached codes on mark scheme).

Only give children feedback about those things you have asked them to pay attention to.

Independent Editing

ARMS and COGS are used in school to enable children to independently edit and proof read their work (ARMS Add Remove Move Substitute, COGS Capital letters/full stops Organisation Grammar Spelling)

Children should self-evaluate wherever possible (using green pen in KS2). Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Paired marking / Response marking

Children should sometimes be asked to mark narrative work in pairs (using green pen in KS2). The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided.
- Children should, alternately, point out what they like first and then suggest ways to improve the piece, but only against the learning objective.
- Pairings need to be based on trust (sometimes the teacher needs to decide).
- Encourage a dialogue between children. They should discuss each other's work together – e.g. two stars and a wish (e.g. 'I think this bit really shows how that character feels, what do you think?').

Organisation

- Time should be regularly be planned in to allowed the children to reflect and respond to previous marking.
- Where possible, children should be encouraged to self correct.
- Children need to have some feedback, whether it is oral or written, but flexibility is important.
- Distance marking should be accessible to children and manageable for teachers. Use the agreed codes (see 'Formative feedback/marking' paragraph).

- In order for the marking to be formative, the information must be used and acted on by the children.

Marking and Feedback



Next steps



Vocabulary: choose a better word/homophone choice



Wrong case (upper/lower) / missing punctuation



Spelling mistake - 3x given spelling

- find correct spelling and replace



New paragraph needed



Verbal feedback given

ARMS
for editing

COGS
for proof-reading

Add

Remove

Move

Substitute



Capitals/full stops

Organisation

Grammar

Spelling

