

# Marking and Feedback Policy

## UN Rights of the Child Articles relevant to this policy

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Children's education should develop each child's personality, talents and abilities to the fullest.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Policy last ratified and adopted	November 2021
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## Rationale

At Colindale, we recognise the importance of marking and feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Research shows that effective feedback should be:

- **Motivating**: marking should help to motivate pupils to progress and take ownership of their learning.
- **Meaningful**: marking should vary by age group, subject and what works best for the pupil.
- **Manageable**: marking practice should be proportionate, so that teacher's time is used efficiently to maximise learning.

## Key Principles

Our policy has at its core a number of principles:

- The sole focus of marking and feedback should be to further pupil's learning.
- Marking and feedback should empower pupils to take responsibility for improving their own work.
- Pupils should have ownership of their own books.
- Pupils should receive feedback either within the lesson itself or in the next appropriate lesson.
- Marking and 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.
- Feedback should be specific, accurate and clear.
- Feedback should encourage and support further learning.
- Feedback should put the onus on students to correct their own mistakes, rather than providing correct answers for them, so they become more independent learners.
- The teacher should be alert to misconceptions and gaps in learning, so that they can address these in plenaries or subsequent lessons.
- Feedback will be respectful of the efforts made, celebrate success and encourage pupils to have pride in their achievements.
- Pupils will be encouraged to have high expectations of their work, so they achieve their best.
- Through positive feedback pupils will develop their resilience and growth mindset skills towards their learning.

## Feedback in Practice

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

1. **Immediate feedback** – at the point of teaching.
2. **Summary feedback** - at the end of a lesson/task.
3. **Next lesson** – further teaching having reflected on previous learning.
4. **Pupil Conferencing** – 1:1 or small group discussion between pupil and teacher.

### 1. Immediate Feedback

Takes place in lessons with individuals or small groups, often verbally, by all adults supporting teaching in the class. This will be evidenced through adults use of the green pen (when appropriate) and pupils editing their work in purple pen.

All corrections made by pupils must be in **purple pen**.

Pupils should correct their own errors and improve their work independently, if they can, with their purple pen.

**C** (meaning conference) is used to show that staff have had a discussion with a child to indicate errors and potential improvements that the pupil has been unable to identify themselves. This will be followed in KS1 and for SEND pupils, by the adult writing a word or picture to indicate type of error e.g. **C finger space**. The child then uses a purple pen to correct their work.

During KS2 pupils are taught to become increasingly independent. This will be achieved by staff indicating errors with a green pen using a code (e.g. **p** for **punctuation**) either on the same line or below the writing and expect the child to find and make the correction themselves with a purple pen. As a child becomes more independent, they will be able to proof-read to find errors and make corrections without adult support. (See Feedback Triangle below)

Pupils can give themselves a purple tick for correct work ✓

If a child is given support, the staff member writes their initials in green in the margin and a key word to indicate focus e.g. **LR capital letters**.

Work can be marked by the teacher with a smiley face stamp.  
Outstanding work can be marked with a star stamp.

In maths the WALT/ WILF Checklist will be triangled as below in green  
△ = fully understood, ▽ = partially understood / = not understood

## **2. Plenary feedback**

This takes place during a lesson or at the end of a lesson or activity and will involve groups or the whole class and maybe the use of a visualiser. It provides an opportunity to evaluate the children's learning or to consolidate prior teaching. Following this, pupils may use purple pen to correct or improve, or continue their work in pencil or blue pen (as appropriate).

## **3. After the lesson**

After the lesson teacher time is spent efficiently by looking at pupils' work, noting any common mistakes or misunderstandings and checking their use of purple pens. Plans for the following day may then be adapted to meet the needs of the children for the following lesson or lessons and focused conference sessions planned for individual pupils or small groups.

## **4. Next Lesson**

After looking at books, it may be that the following lesson or lessons need to be adapted to meet the needs of the children:

### **Feedback in writing**

There are different ways of teaching children to improve writing (proof reading, editing and re-drafting):

1. The teacher shows a good example of a piece of work completed by a pupil. The teacher highlights the good aspects of the work to the whole class e.g. descriptive language or perfect punctuation using a visualiser. The class then spends time improving their work based on what they have learned using their purple pen.
2. The teacher shows an anonymised piece of work or a piece they have written that needs some improvement. They model how to correct mistakes and make improvements in front

of the class, for example, using a visualiser or white board. The class then spends time proof reading and editing their work with their purple pen based on what they have learned.

3. The teacher models a piece of writing to show pupils specific skills that they want them to use in their writing. Pupils only then use a purple pen if they are correcting previous work; if not they continue to write using their pencil or blue pen.

### **Feedback in EYFS**

In the early years, adults observe children within their free play. When appropriate, adults should interact and scaffold the children's learning through questioning or by extending their self-initiated activities. Adults will also provide adult led focus activities. In both child self-initiated and adult led activities, instant verbal feedback will be given. Adults will also collect pieces of work. Observations and next steps are then fed into the following days planning.

### **The Feedback Triangle**

