

# Sacred Heart Hindsford R.C. Primary School

## Marking and Feedback Policy



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'With Christ as our guide,  
we inspire and thrive.'

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## 1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Home Learning Policy

This policy has due regard to:

- [DfE Report 'Eliminating unnecessary workload around marking'](#).
- [DfE Improve workload and well-being for school staff](#)
- [EEF Feedback Research](#)

The Education Endowment Foundation (EEF) states that feedback is one of the most effective strategies for improving pupils' attainment.

***"Effective feedback for pupils will enable them to know and understand how well they are doing and how they can improve".***

The EEF states that feedback should:

- Be specific, accurate and clear.
- Compare what the learner is doing correctly now with what the pupil has done wrong before.
- Provide concrete guidance on how to improve.
- Be supported by effective professional development for teachers.
- Important to provide feedback when work is correct rather than just using it for errors.

## 2. Statement of intent and Aims

**Sacred Heart RC Primary School** understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression.

Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement.

Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Provides highly effective feedback to pupils to raise levels of attainment.
  - Informs pupils about what they have done well and highlights areas of improvement.
  - Supports pupils' confidence in learning, contributing to accelerated learning.
  - Motivates, inspires and engages the learner.
  -
  
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
  - Allows pupils to articulate their learning during the lesson: explain what is it they have understood, and how to make progress. This includes regular 'check in' points.
  - Addresses misconceptions.
  - Is given, when possible, during the lesson at the point of learning (oral and written).
  - Involves all adults working with pupils in the classroom.
  - Involves pupils in their learning and the assessment cycle.
  - Allows time to be given for pupils to respond to marking and feedback i.e correct and improve their work.
  - Monitors pupil's progress against success criteria
  - Enables self and peer reflections.
  - Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
  - Enables staff to use feedback as an accurate basis for the reporting of progress to parents.

### **3. Roles and responsibilities**

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all key-stages within the school.

Subject leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.

Staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Providing high quality instruction, including the use of formative assessment strategies before providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Deciding which type of feedback is most appropriate and effective.
- Ensure that marking identifies misconceptions and feedback addresses these in a timely manner.
- Providing feedback that clearly identifies what the pupil has done well and clear defined next steps of progress which enables the pupil to move their learning forward.
- Monitoring the learning of all pupils within their class to ensure they are making expected progress.
- Implementing strategies that encourages pupils to welcome feedback.
- Ensuring that pupils understand the feedback they have been given.
- Adapt their marking and feedback to support pupils with SEND so that they can understand and action any targets.
- Allowing pupils to ask questions in regard to any feedback they have received.
- Providing time for the pupils to respond to any feedback or corrections.

Pupils are responsible for:

- Taking responsibility for their learning.
- Trying their best with any work they complete, including all home learning tasks.
- Asking questions when they do not understand something in lessons.
- Asking questions when they do not understand the comments in their marking / feedback.
- Reading any comments on their work.
- Making a conscious effort to action any suggested improvements.
- Making a conscious effort to meet their targets.
- Reviewing their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.

## **4. Workload**

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, their head of department will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the head of department will help with developing an approach to marking and feedback that is more suited to the teacher.

## 5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback. Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Praise in front of whole class.
- Displaying excellent work around the classroom.
- Communication to parents verbally or electronically.
- Verbal praise in a one-to-one setting.



Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

## 6. Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered.
- Explaining the areas pupils will need to understand (prior learning).
- Making it clear what the success criteria is for that lesson.
- Knowing what the success criteria looks like for all abilities in the class (SEND adaptations).
- Having a clear plan in mind for the progression of learning in the subject.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils. Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting outside of the lesson.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

## 7. Daily Practice


Pupils:

- Any self-edits / corrections are completed in their normal writing pencil / pen.
- Any directed edits / corrections are completed in their pink pens.
- Any self-marking is completed in pink pens

Staff:

- All marking is completed in green pen.
- Codes to be used as appropriate.
- Factual errors to be highlighted.

Daily Codes: In the margin or next to the pupil's work.

- F – Indicates oral feedback was given at this point.
- S – Support was given.
- C – Correction to be made.
- SP – Spelling error on this line. The spelling error can either be underlined or left for the pupil to identify (age and ability of pupil) and correct. Spellings identified should be age-appropriate and following taught spelling strategies / rules. 3 – 5 errors identified in extended pieces (age and ability of pupils).
- G – Grammar error / sentence doesn't make sense (inc. punctuation errors).
- CL – Capital Letter
- W – Word choice – pupil needs to make a better vocabulary choice.
- // - New paragraph.
-  - non-negotiable or prior learning which the pupil has secured.
- Chat with me – this is where learning objectives have not been met and the most effective way of supporting the child is through oral feedback.

N.B. Erasers (rubbers) should not be used to rub out errors. Seeing errors which the children have self-corrected is an important part of their learning journey and staff's assessments. They should only be used for diagram errors. Staff judgements to be applied for other appropriate uses.

## 8. Assessment: Against the Learning Objective.

**A** – Achieved the objective. This is written next to the learning objective. Where appropriate, the aspect of the pupils work which meets the objective should be ticked / highlighted.

**P** – Partially met the objective. The work must be ticked to show where the success has been met and next steps will indicate what has not been met and how the pupil can improve. The symbol will be placed next to the learning objective. The next steps will be completed at the end of the piece of work.

**N** - Learning objective has **NOT BEEN MET**. Learning objective has not been met and next steps will offer guidance on how to improve or a 'chat with me' so that verbal feedback can be given. The symbol will be placed next to the learning objective and next steps at the end of the piece of work where appropriate.

These codes can be used by both pupils and staff.

Staff write in green pen and pupils use their pink pens.

## 9. Marking in Maths



Children's work, when correct, is ticked during or after the lesson.

When the teacher wants to draw the child's attention to something, they may draw a circle around the number, calculation or misspelling for the child to self-regulate and think about why the teacher has circled a specific element of their work.

When work is incorrect, teachers will place a dot next to the incorrect equations or representation. Often a next step will follow if this is consistent.

When appropriate and the child can, a 'C' will be placed next to the piece of learning for them to correct their mistake.

When appropriate, teachers will provide a next step for the child to complete. Next steps may be presented through whole class feedback, written feedback or by an additional task to 'check' or 'deepen' their learning.

Feedback during the lessons will adjust learning in a timely manner to suit learning needs of pupils

Pupils who have successfully demonstrated they have grasped a concept within a lesson should be moved onto a challenge within the lesson.

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

## 10. Marking Extended Pieces of Writing:

Information from the daily practice to be applied where appropriate.

Next steps should be linked to:

- Mastery Keys (literacy skills – grammar and genre).
- Making links between different aspects of learning.
- Quality and relevance of content.
- Linked to the Learning Objective.

### Monitoring and review

This policy is formally reviewed every **two years** by the headteacher and the subject leads. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **Autumn Term 2026**.