



# Marking and Feedback Policy

Policy Owner : East Ravendale Church of England Primary School

Policy Date : January 2025



### Rationale

At East Ravensdale we believe that effective marking and feedback is an essential part of the education process and is key in enabling pupils to make sustained progress. We want our pupils to develop independence, resilience and be reflective in their work and learning. We believe that marking and feedback should not contribute to staff workload stresses but should instead focus on identifying the next steps for pupils' learning and enable them to achieve. Feedback should be a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking or in depth marking linked to the learning objective. We will place an emphasis on 'live marking' which takes place within class learning time; it is during the lesson that teachers or teaching assistants can identify pupils who have developed misconceptions and need additional, immediate support and similarly identify pupils who are succeeding and would benefit from additional support in order to stretch and challenge.

*"once errors have been learned, they are very difficult to overcome... Providing guided practice after teaching... and checking for student understanding, can help limit the development of misconceptions... Research has found that students were more engaged when teachers circulated around the room." (Rosenshine)*

### Principles

Marking and feedback should:

- be **consistent** across the school
- be **clear** to staff, pupils and parents
- **contribute** to helping students feel valued where they have a clear understanding of how well they are doing and how they can improve their learning to reach their potential
- **focus** on moving the pupils learning forward



### Practises and Procedures

#### Verbal feedback/live marking:

- marking within lessons is key and should be done by the teacher or teaching assistant. It aims to identify strengths and weaknesses within a pupil's work. Live marking is identified through the use of **blue pen** as staff circulate the room during a lesson. Where verbal feedback has been given during a lesson a **VF symbol** should be written within the margin at the point where it was made. Written feedback at the end of lesson can acknowledge if improvements have been made or acted upon after staff intervention.

#### Pupil editing:

- Pupils will edit their own work in **purple pen**. Edits specific to punctuation, spelling, learning objectives, response to staff feedback (live and written marking) should all be done in purple.

#### Written marking:

- Any marking and feedback done by staff in books after a lesson should follow the **pink and green** principle: pink = think!; green = good! Pupils will be given time at the start of each lesson to respond to marking and feedback, including RAG rating.

#### RAG time:

- Each lesson will be given a RAG rating against the lesson objective (this may or may not be accompanied by written feedback). At the start of the next children will complete a brief task (5 minutes) based on their RAG rating from the previous lesson aimed at reviewing, consolidating or extending their learning. RAG time tasks may be shared on the interactive whiteboard, in books or handed out to individuals. This work should be completed in **purple pen**.

#### Pupil self-assessment:

- At the end of each lesson pupils will self-assess their own work. This can be done in a variety of ways appropriate to the children's age but will allow children to RAG rate their own understanding and achievement during the lesson.

#### Heavily supported work:

- Work that has been done with support, or where the learning has been heavily modelled or guided by an adult should be marked with a W.S at the side of the learning objective.



### Frequency

- Marking should take place within all lessons – providing immediate feedback for pupils
- Where marking takes place after a lesson has concluded it should be handed back to the pupil at the next available opportunity (for example during the next lesson)
- Long-term projects, including extended pieces of independent writing, may be marked on completion – pupils should be told this in advance

### Monitoring and Review

The Head teacher along with senior leaders and subject specific leaders will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of marking and feedback on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom. The performance indicators will be:

- improvement in children's achievement and attainment;
- consistency in teacher's marking and feedback across phases;
- participation of children in the marking and feedback process.

We shall also update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually, or earlier if necessary.