



Reaching our Potential Together in Christ

Marking and Feedback Policy

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ST MARY MAGDALEN'S CHURCH OF ENGLAND PRIMARY SCHOOL'S
VISION STATEMENT

'To live and live splendidly' John 10:10
By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34.***

Statement of intent

St Mary Magdalen's CE 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:

-  Informs pupils about what they have done well and highlights areas of improvement.
-  Supports pupils' confidence in learning, contributing to accelerated learning.
-  Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
-  Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

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 (2014) 'The national curriculum in England: Key stages 3 and 4 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:

-  Primary Curriculum Policy
-  Special Educational Needs and Disabilities (SEND) Policy

2. 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.

Every Key Stage Lead's are responsible for:

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

Teaching staff are responsible for:

-  Ensuring that they adopt this policy when marking and providing feedback.
-  Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
-  Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
-  Ensuring that pupils understand the feedback they have been given.
-  Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.

- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their exercise books for review, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

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.

If a teacher has a query, Leads of each Key Stage 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 Leads of each Key Stage will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Presentation of work

Maths:

-  Always work in pencil.
-  Erasers are given at the teacher's discretion.
-  When using a book with small squares, fold the page in half and work from Left to Right across the page.
-  Start every piece of work with the date – short, 6 digit, on the left hand side.
-  Place the LO: on the next line down, both to be underlined with a ruler.
-  Rule off under the previous days work if appropriate.
-  Use 1 digit per square.
-  All rulings should be on lines already printed.
-  Question numbers should be ringed and a square left before the calculation is started.
-  All worksheets should be dated.

English:

-  Once children consistently producing neat and correctly formed script handwriting, the teacher will send the child with their books to the Headteacher who will award a handwriting licence and pen as appropriate. Otherwise a sharp pencil is to be used.
-  Always underline the headings – this should be done in pencil until using a pen.
-  If a mistake is made rule one line through it neatly.
-  Erasers are given at the teacher's discretion.
-  Start every piece of work with the long date – Monday 6th September 2024
-  Place the LO: on the next line down, both to be underlined with a ruler.
-  Rule off under the previous days work if appropriate.
-  All rulings should be on lines already printed.
-  All worksheets should be dated.
-  All Year 6 children (Oak) will write in black pen after a writing assessment takes place in September, discretion will be taken by the Lead Adult. All children will use pen by Spring Term.

Science:

-  Always use the short date – 6 digit.

-  Use a ruler to draw lines when labelling diagrams.
-  Write horizontally when labelling.

Foundation subjects:

-  Follow the rules as for English.
-  Colouring should be done in pencil crayon (unless deemed appropriate to use felt tips by the teacher).

6. Marking

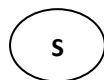
In Maths and English one set of books per lesson requires deep marking to ensure that on a weekly basis the whole class has been completed. Other books will incorporate live marking, using the marking codes to indicated where any support has been provided.

NEXT STEPS – GREEN

-  These are intended to challenge a child, embed learning or correct misunderstandings and should be related to the learning objective or a personal target.
-  Next steps do not need to be provided after every piece of work. However, if they are time needs to ensure that the pupil has successfully acted upon the feedback and this should be observable in future pieces of work.

MARKING CODES

-  Teacher marks successes with a **PURPLE** tick.
-  Errors should be indicated in **GREEN**. When an error has been made that does not concern written English, a **GREEN** dot shall be used to indicate this.

V	There has been verbal dialogue about the work between the child and the teacher, adult to initial
SP	Spelling mistake – write SP where required (age appropriate)
P	Punctuation mistake – write P where required (age appropriate)
G	Grammar - Write G where required
N	Grammatically sound but does not make sense in context
//	New paragraph
HP	House points
LO	LO achieved
	Missing capital or inappropriate capital use
	Means the work has been supported - the adult must put their initials
	Missing word(s)

At St. Mary Magdalen's, we use a mastery approach when teaching maths. What does maths mastery look like in your classroom?

What skills and strategies must you use when delivering a mastery maths lesson?

The ability to break down complex concepts into smaller, more manageable pieces, simplify the material be patient and understand that not every student learns at the same pace – adult led groups and children with confidence to make steps independently. Provide extra help and support (materials and resources)

What do you like most about teaching math?

Example: "My favourite part about mathematics is its connection to the real world. I love teaching students how to observe mathematical processes in everyday applications where they can see formulas and equations in real life. Being able to inspire students to look at mathematics in new and applicable ways is motivating for me, as I believe teachers also learn from their students."

What are some challenges to teaching maths and how do you overcome them?

Example: "The biggest challenge I see when teaching mathematics is the perception that many students have about the subject. Most learners often feel that math is too difficult, which can lead to other challenges in future studies. To overcome this at the beginning, I approach math instruction as if teaching a foreign language. I help students master complex vocabulary and theories in math before applying more complex formulas for solving real-world problems. I've found that this approach has given me the ability to help students succeed, even when overcoming challenges in their learning."

How do you contribute to an education team?

All supply teachers and students must initial the work they have marked

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

Distance marking

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?

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

-  Track it lights positive points
-  Taken to the Head teacher or subject lead and stickers placed on work
-  Praise in front of whole class
-  Displaying excellent work around the classroom
-  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.

Marking in maths

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.

Teachers will use the following techniques when marking in maths:

-  Ticking correct answers and leaving a dot on incorrect answers
-  When possible, providing immediate feedback to pupils to show them how to reach correct answers
-  If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again

-  If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques

-  Give feedback on whether the learning objective has been achieved and the success criteria followed
-  Identify the next steps in the learning process
-  Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
-  Correct spellings, particularly those appropriate for the year group
-  Correct punctuation and grammatical errors appropriate to the objectives for the year group
-  Allow specific time for pupils to read, reflect, and respond to marking

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 in each class.
-  Explaining the areas pupils will need to understand.
-  Having a clear plan in mind for the progression of learning in the subject.
-  Having a final goal in mind for the month/term/year.
-  Having a number of progression plans that account for all abilities in the class.
-  Making it clear what the objectives are from week to week, as well as final expectations.

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.
-  **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. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via the school’s e-learning portal.

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENDCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

The main method of pupils receiving feedback will be done through the school's virtual learning portal.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

8. Improvement plans

The headteacher will conduct reviews of marking and feedback through half-termly monitoring, and by conducting pupil voice.

The headteacher will circulate any plans to improve practice to Leads of each Key Stage, who in turn will distribute these plans to members of staff within their Key Stage.

The headteacher and Leads of each Key Stage will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to their Leads of each Key Stage.

Teachers' marking and feedback will be reviewed by the Senior Leadership Team on a half termly basis to ensure that practices are consistent and effective.



Teachers will submit five books from their class for cross-checking.



A staff meeting will be held on a half termly basis for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

10. Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is **SEPTEMBER 2026**