Mount Primary School

Feedback and marking policy

Written July 2018
Updated April 2023

At Mount Primary School, the sole focus of feedback and marking should be to further children's learning and provide an appropriate level of challenge. The impact of feedback will be evidenced in children's progress.

Effective feedback should:
- Redirect and refocus the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Provide specific guidance on how to improve, not just what's wrong

Making feedback count
- Feedback delivered closest to the point of learning is most effective.
- All work should be reviewed by teachers at the earliest opportunity to impact on future learning. Teachers must read every child's writing whenever they write.
- There is no expectation for feedback to be written in children's books and verbal feedback does not need to be recorded. There is an expectation for children to respond to feedback in purple pen. These responses and the child's progress will evidence the impact of feedback given.
- Children should be able to explain how they are given feedback and how they respond to it. There is an expectation that feedback has a direct impact on pupils' outcomes.

Feedback in writing
We want our children to:
- Become immersed in texts and language, speaking and listening and talk for writing before writing
- Be comfortable making mistakes and understand that this is part of the learning process
- Understand that writing takes time and that good writers edit and improve their writing

Proofreading: Re-reading written work and looking for secretarial mistakes/ correcting. Children may benefit from doing this the next day rather than immediately after writing.

Revising: Making significant changes to the structure/ content of writing in response to feedback. This may be done in the lesson or the next day.

Editing: Making sentence level changes and correcting secretarial mistakes. This should be done after revising and before publishing.

Publishing: Writing a revised and edited piece out with a focus on best handwriting (single focus reduces cognitive load). This does not need to be done for every piece. See CUPS and ARMS in Appendix for further clarification of the difference between Revising and Editing.

Types of feedback and evidence:

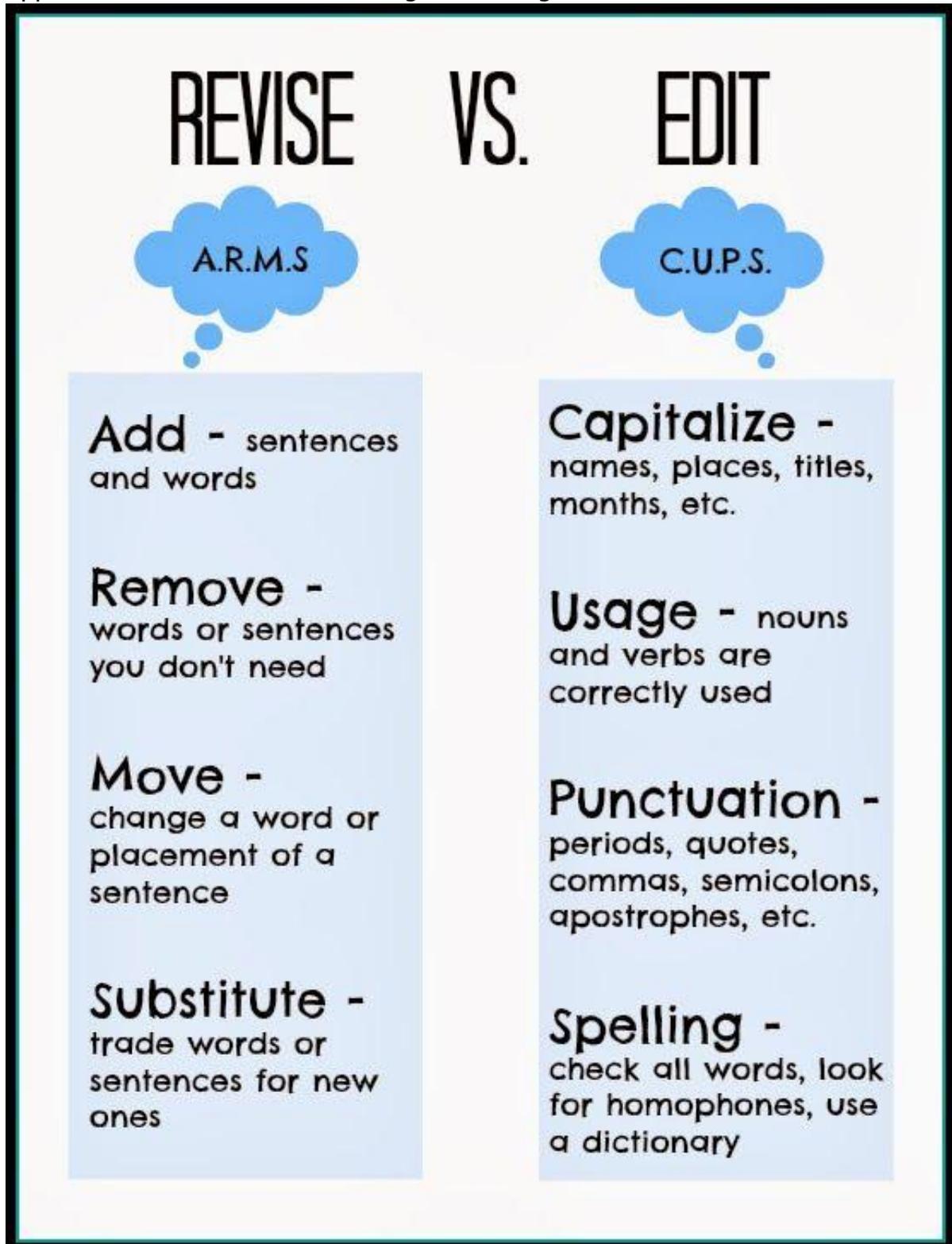| Type	What it looks like	Evidence
Immediate	- Includes teacher gathering feedback from teaching including mini-whiteboards, books etc - Takes place in lessons with individuals or small groups - Often given verbally to children for immediate action - May involve use of another adult to provide support or further challenge - May re-direct the focus of the teaching or the task	- Lesson observations/ learning walks - Improvements evident in books, either through editing in purple pen or in subsequent work - Children can talk about feedback given and how it helped them to make progress
Summary	- Takes place at the end of lesson/ activity - Often involves groups or whole classes - Provides opportunity for evaluation of learning in lesson - May take form of self or peer assessment against steps to success - May guide a teacher's use of feedback focusing on areas of need identified	- Lesson observations/ learning walks - Timetabled pre- and post- teaching based on assessment - Some evidence of peer and self-assessment - Improvements evident in books, either through editing in purple pen or in subsequent work
Review	- Takes place away from the point of teaching - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptations - May lead to targets being set for pupil's future attention or immediate action	- Adaptations to teaching sequence tasks when compared to planning/ other groups - Use of annotations to include future grouping - Improvements evident in books, either through editing in purple pen or in subsequent work

Written comments directing children's learning should be made where appropriate-
this is at the teacher's discretion.
Agreed marking codes should be used to direct children's editing.
Maths will continue to be marked with a tick or a dot.

Topic work should be acknowledged with a tick, stamp or positive comment. Incorrect work should not be marked with a tick but those children should receive further input as part of a focus group. Staff may choose to write FG to remind themselves or this may be recorded elsewhere such as on a whole class feedback sheet.

Whole class feedback sheets may be used by teachers to support the recording of the needs of different groups and outcomes of activities. These will not form any part of monitoring unless a teacher wishes to share them.

Appendix 1-CUPS and ARMS revising and editing

REVISE VS. EDIT

A.R.M.S

Add - sentences and words

Remove - words or sentences you don't need

Move - change a word or placement of a sentence

Substitute - trade words or sentences for new ones

C.U.P.S.

Capitalize - names, places, titles, months, etc.

Usage - nouns and verbs are correctly used

Punctuation - periods, quotes, commas, semicolons, apostrophes, etc.

Spelling - check all words, look for homophones, use a dictionary

Appendix 2- Marking Codes

Year 1 & 2 Marking Codes

~~	Spelling mistake, please correct.
P ⬭	Check your punctuation.
?	Check your writing makes sense.
m	Practise this letter starting at the red dot.
Verbal feedback should be given for finger spaces and the sentence rewritten.	

Year 3&4 Marking Codes

~~	This part of the word is spelt incorrectly, please correct.
P ⬭	Check your punctuation.
?	Check your writing makes sense.
m	Practise this letter starting at the red dot.
//	You need to start a new paragraph here.
T	Your tense is not consistent (I run/ I ran).
SV	Your subject and verb don't agree (we was/ we were).

~~	This part of the word is spelt incorrectly, please correct.
P ⬭	Check your punctuation.
?	Check your writing makes sense.
//	You need to start a new paragraph here.
T	Your tense is not consistent (I run/ I ran).
SV	Your subject and verb don't agree (~~we was~~/ we were).
or	Practise these joins

Year 5&6 Marking Codes

Appendix 3- Whole Class Feedback Sheet

Work to Praise and Share	Need Further Support

Presentation	Basic Skills Errors

Misconceptions and Next Lesson Notes