Mount Primary School

Feedback and Marking Policy

Written July 2018

Updated June 2020

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.

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

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	- 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
	● May lead to targets being set for pupil's future attention or immediate action	

Written comments directing children's learning should be made where appropriate-this is at the teacher's discretion. The number system should be used to identify where has achieved in that lesson:

1 working towards

2 ARE

3 AARE

Any discrete teaching e.g. grammar should be marked/ corrected.

Maths will continue to be marked with a tick or a dot.

Topic work should be acknowledged with a tick, stamp or positive comment. Verbal or written feedback should be used to correct mistakes/ direct learning.

OA, PA, NA no longer used

2 stars and a wish no longer in use