



# Trinity First School

## Marking and Feedback Policy

# 2023

**Flourishing together through  
kindness, curiosity, respect, resilience and teamwork.**

## **Introduction**

As a school we recognise the importance of feedback as part of the teaching and learning cycle, aiming to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback and marking.

Marking should always be: Meaningful, Manageable and Motivating.

The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

## **Key Principles**

Our policy on marking and feedback has at its core a number of principles:

- The sole focus of marking and feedback should be to further children's learning.
- Written comments should only be used where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than written comments provided at a later date.
- Feedback to pupils takes many forms other than written comments e.g. mini plenaries, use of a visualizer, peer scrutiny etc.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books using the school's marking codes – See appendix 1

## **The Purpose**

Marking and feedback has three purposes that help children:

- To understand what they have done well
- To know you value their effort.
- To understand ways they may improve their work and make progress.

## **To help children understand how well they have done teachers will:**

- Plan lessons with a very clear learning objective so that it is clear what we are expecting and looking for in a piece of work.
- Employ other positive markers such as stickers and smiley faces to reinforce success.
- Write a comment to highlight any particularly effective aspects of the work.
- Sometimes mark work for content instead of literacy accuracy (for example, spelling), especially where the child involved has an identified literacy difficulty.
- Employ a traffic light system for marking in Numeracy (Achieved **Green** Nearly Achieved **Orange**, Not yet Achieved **Red**). In EYFS the RAG rating is used in literacy and maths.

## **Marking Journals**

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. To support this process teachers will use a **marking journal** in both Literacy and Numeracy to record misconceptions/Basic Skills Errors, Work to Praise and Share and any Action Required.

### **To help improve their work children will:**

- Use the circle/square/triangle symbols in self-assessment of their work.
- Revisit work and respond to feedback where appropriate and possible.
- Be given opportunities to edit and re-draft written work (including 'polishing' work).
- Be given opportunities to engage in peer assessment.

These strategies will be introduced in KS1 and children will be given regular opportunities to further develop their skills throughout KS2.

### **Evaluation - Are there visible signs of progress as a result of feedback?**




- Teachers should look for signs of progress and give children time in session to respond to feedback and act on it in sessions. Teachers will need to explore different strategies if marking does not lead to progress or is repetitive over an extended period.
- Frequent work scrutiny and discussions with children will be undertaken by Subject Leaders and governors to ensure feedback and marking are of a high quality throughout the school and have a positive impact on pupil progress.

## Appendix 1

### Marking Codes

Code	
A	This work was supported by an adult.
I	This work was completed independently.
S	This work was scaffolded.
SS <small>(EYFS)</small>	e.g. cubes, 100 square, writing frame, etc.
VF	Verbal Feedback given.
P	Children worked in pairs or small groups.
G	Guided Work.

### Self-Assessment

	I understand what was covered in this lesson.
	I understand most of what was covered in this lesson.
	I need extra practice of what was covered in this lesson.

