St Leonard's CE Primary School
Marking and Feedback Policy

Approved by:	**QofE Committee**
Date:	**November 2024**
Next review due by:	**October 2029**

Introduction

This policy provides all members of the school community clear guidance on effective marking and feedback at St Leonard's Primary School and is based on recommendations from the 2021 EEF Teacher Feedback to Improve Pupil Learning guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback .

Intent

The primary purpose of marking and feedback is always to ensure that children understand what they have done well and know how to improve their work.

Marking and feedback should be:

- Manageable for staff
- Meaningful to children
- Related to the learning objective
- Provided in a timely manner to acknowledge children's efforts
- Provided through a balance of:
    - Self-assessment (children marking own work under the guidance of teaching staff)
    - Peer-feedback (children providing constructive advice to each other)
    - Verbal feedback from teachers/TAs
    - Written prompts from teachers/TAs

Wherever possible it should be 'live feedback', where the work will be marked alongside the child at the point of learning.

Implementation

ALL SUBJECTS:

- Opportunities to revisit and reflect upon learning will be provided at the beginning and end of each session. Children will be given opportunities to demonstrate their prior learning through 'sticky knowledge' tasks. Skills may be revisited, misconceptions addressed or strategies compared.
- Teachers will use green pen for written feedback: two ticks if a child has fully achieved the learning objective; one tick if a child has partially achieved the learning objective; and a dot if a child has not achieved the learning objective.
- The majority of feedback will be provided alongside the child, focusing on positive aspects first and then areas for development, using the marking code where appropriate.
- If required, pupils will be given further time to reflect upon their work or respond to feedback from their peers/teachers/TAs.
- Pupils will use purple pen to self-assess, give peer feedback or respond to feedback.

ENGLISH:

- Teachers will provide feedback alongside the child during the writing process using the marking code as a written prompt where required.
- Pupils will be given the opportunity to see skills re-modelled, complete corrections or try a challenge in response to teacher/TA prompts and scaffolds.
- Children will be encouraged to identify their own spelling and punctuation corrections. Where persistent errors occur, teachers/TAs will provide feedback/prompts about the part of the spelling the pupil is finding tricky.

MATHS:

- Teachers will use a combination of self-assessment, peer feedback and teacher feedback to ensure children know what they have done well and what they can do to improve further.
- The marking code will be followed.
- Challenge/corrections/support/scaffolding will be given where necessary; this is most effective when delivered 'live' alongside the pupil. The majority of this feedback will be delivered verbally with some written prompts used where necessary.
- Children will be encouraged to reflect upon their progress at the end of each lesson.

Impact

Feedback at St Leonard's will:

- Improve standards by ensuring children understand what they have done well and how they can improve further.
- Develop children's self-esteem through specific praise and valuing their achievements.
- Create a dialogue which will aid progression in learning.
- Provide a platform for raising expectations and future aspirations.

Review:

This policy will be monitored regularly by SLT and subject leaders and reviewed every three years to ensure it is kept in line with current curriculum guidelines.