



Feedback and Marking Policy

Reviewed– Annually	Curriculum Committee
Reviewed in February 2024	

At Monkton Park we recognise the importance of feedback as an essential part of the teaching and learning process and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation which shows that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is effective
- Provide specific guidance on how to improve and not just tell pupils that they are wrong

Key Principles:

- The key focus is to help children make good progress with their learning. This is achieved by informing children about what they need to improve and how to do it;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to pupils according to age and ability;
- All pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When it is reviewed, it should be acknowledged in books;
- Feedback delivered closest to the point of action is most effective;
- Feedback should be positive, celebrating successes and acknowledging children's efforts;
- Review of children's work helps to inform teacher's knowledge of children's attainment and this in turn enables the teacher to provide an appropriate level of challenge in lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback: at the point of teaching
2. Summary Feedback: at the end of a lesson/task
3. Review Feedback: away from the point of teaching (includes written feedback)





At Monkton Park, these types of feedback can be seen in the following practices:

Type of Feedback	What it looks like
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, work in books and through questioning etc• Error correction e.g. Sounds Write• Often verbal to pupils for action straight away• When misconceptions are identified, may lead to adapting the learning for an individual or group of pupils• May include highlighting/annotations according to the marking code
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson• Can include peer- or self-assessment against an agreed set of criteria• In some cases, may guide a teacher's further use of review feedback• A visualiser may be used to support summary feedback or to model peer assessment
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching• May involve written comments for pupils to read and/or respond to• Provides teachers with opportunities for assessment of understanding• Leads to adaptations of future lessons through planning, grouping or adaptation of tasks• In KS1, may involve highlighting (in green or pink) the learning objective or elements of the toolkit• In KS2 this will include a whole class feedback sheet after their 'cold write'

Marking Approach

- All work recorded in books by a pupil will be acknowledged by an adult to show it has been checked (not including 'Magpie' books). This may be through simple symbols such as ticks or a smiley face.
- In EYFS and KS1, the lesson objective and/or lesson toolkit may be highlighted to show it has been achieved.
- If a pupil has a pink mark because they have made an error, they will generally go back and make a correction.
- In EYFS & KS1, review marking will only lead to written comments for those pupils who are able to read and respond independently.
- In KS2, written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.
- Teachers should take an equitable approach to marking. For example less confident learners may need more frequent reminders and more practice in order to embed a skill.
- In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. At Monkton Park this will be frequently seen in children's hot writes and innovations.
- There should be a focus on positive aspects of children's work where possible and effort should be rewarded when appropriate (e.g. House Points, Stickers, Head Teacher Award).
- Written feedback by adults should model neat handwriting and high standards of presentation.
- Adults should ensure that pupils have time to respond to any targets – for example if they are asked to re-write something or correct answers.

Marking Code

Symbol	Meaning
	Work which demonstrates that the pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work which needs further attention or displays an error or misconception e.g. letter needing capitalisation; poor word choice; specific error in calculation.
Sp and/or underlined word	Incorrect spelling. Used selectively when marking work, focussing on spelling patterns which should have been secured by a pupil or which the teacher feels they are capable of spelling correctly.
//	New paragraph needed here.
^	Missing word.
	Support given during activity e.g. scribed work or heavily scaffolded by an adult.
	Not always needed but is useful to record when a child usually needs a higher level of support for their work but for this piece was independent.