



Saint Pierre School,  
16 Leigh Road, Leigh-on-Sea, Essex SS9

## Feedback and Marking Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Poppy Read	September 2024	September 2026
Read in Conjunction with: Assessment			

### **Rationale**

At Saint Pierre School, we believe it is important to have a consistent approach to responding to pupil's work throughout the school. We want to ensure that all pupils receive feedback in such a way that it progresses their learning, develops their self-confidence, and gives them clear guidelines on how to improve their work. Feedback is seen as an essential and valued part of the learning process by encouraging, enabling and challenging pupils to strive for excellence. This Feedback Policy has been written after collaboration with teaching staff and research carried out on the impact of marking with regards to pupil progress. The aim of this policy is to ensure that high quality feedback is provided to our pupils without undue burden on teacher workload. As teachers, our core purpose is to plan and deliver excellent lessons and therefore feedback strategies must be manageable and sustainable. Our belief at Saint Pierre is that the best use of time any teacher can make – outside of actually teaching in the classroom – is the planning of lessons. This policy applies to Years 1-6 as EYFS are guided by the EYFS framework.

### **What is feedback?**

Feedback can be defined as 'information about a person's performance on a task'. We feel at Saint Pierre that verbal feedback is most important as it helps to provide children to get in the moment response about areas of strength as well as areas of development.

### **Why do we use feedback?**

- Evaluate whether a pupil has understood, learnt or achieved an objective and this information is then used to plan the next lesson.
- To help inform the teacher on setting homework relating to the lesson.
- Reflect on whether we need to provide additional support for a pupil in the next lesson or future lessons.
- Evaluate whether a pupil is making progress with skills, knowledge and understanding.
- To provide guidance to pupils to enable them to make progress.
- Provide a score or grade for summative purposes (where tests are carried out).
- To provide assessment information for the purpose of grade cards.
- To help children become aware of their own strengths and areas of development.

- To ensure children become reflective and responsible learners so they can discuss their learning and can reflect on areas they feel they have done well and areas of development. Children will also gain skills and begin to look at their work with a subjective perspective.

### **Principles**

- The fundamental principle at Saint Pierre is that students should do at least as much work responding to their feedback as the teacher did to give that feedback.
- High quality verbal feedback is given more emphasis at Saint Pierre than written feedback. Feedback is more effective when it is immediate, and pupils can respond and ask questions at key points in their learning. Verbal feedback enables pupils to quickly progress in their learning and do something different to achieve a better standard in a given task. All members of staff are trained on how to give verbal feedback to students so that they are very clear how to progress with their learning within the lesson. Every adult in the class works smartly within each lesson to ensure that as many students as possible receive immediate, 'live' feedback on how to improve their work. Teachers may add symbols or key words to help support children's recall of feedback.
- The purpose of feedback is straightforward: we identify a learning gap (something the student doesn't yet know or can't do) and the resulting feedback should be aimed at closing this gap. We also identify areas a child has achieved and ensure the child is aware of the positive progress they are making.
- Saint Pierre has adopted the approach of marking fewer pieces of work, but with a real focus on the learning.
- After lessons, teachers may take time to look through the books and assess the learning to inform the planning for the next lesson but this does not mean that any written feedback will be done.
- Learning objectives are produced at the start of each lesson/ unit and a printed success criteria (for Years 1- 6) may be provided for written tasks. Success criteria may be displayed on the board or screen so children can reflect on these in their task. These are key for children to know what steps they need to achieve and are key to high quality feedback. Children will read (or be read to) the success criteria and children will fill it in accordingly with the teacher taking time to fill in their assessment for each pupil.
- Feedback is specific and clearly focused on learning goals which give pupils clear guidance how to improve their next piece of work or how to challenge themselves further.

### **Verbal feedback within a lesson**

- Verbal feedback efficiently steers individuals through the lesson and used effectively, will ensure that fewer bad habits become entrenched, which will lead to less remedial marking further down the line. It is a far more human process than traditional written marking.
- It is far easier to be detailed and personalised when feeding back verbally.
- As stated above, we have a success criteria or learning objective for every single lesson/unit in which all the adults in the classroom use to give pupils immediate verbal feedback.
- When we give pupils verbal feedback, we can use the sandwich method:

- Identify an aspect of their work that has been successful and refer to the success criteria
- Give a clear and specific target for pupils to focus on to improve their work. Encourage pupils to challenge themselves and get further along the success criteria or differentiated learning objective.
- Give specific praise with regards to effort or their actions.
- Pupils must commit to an action as a result of verbal feedback.
- Adults circle, underline, asterisk or highlight any mistakes they notice whilst giving verbal feedback and pupils are expected to correct these. Teachers will go back to pupils / check the pupil's work to ensure pupils have made their corrections. A VF will be used to indicate what was said. In addition to this, teachers may provide key words or symbols to aid children's recall of the verbal feedback to ensure they can act on the feedback. Symbols included may refer to punctuation or where something has been omitted. Key words may prompt children to make corrections where more than one area of development has been provided.
- Children are to edit work accordingly by using a green editing pen and writing in the line above as opposed to erasing their work.
- All adults in the classroom get round to as many pupils as possible.
- As adults go around the class within a lesson, coloured pens are used to mark what is going well and areas for improvement. Adult may also use pink and green highlighters to show what has been successful (pink) or what they need to develop (green).
- We use a VF to indicate where verbal feedback is given with a brief annotation if needed.
- Verbal feedback may be given in the form of a question to extend children and develop higher order level thinking. Questions may be as simple as 'What can you see that you need to develop?', 'How would you edit and improve this section of work?' or 'What from the success criteria would you say you have done well, and can you show me examples of this?'
- Where the lesson is a practical one, teachers are still expected to give verbal feedback in order to progress the child's learning.
- Where there are practical lessons children will have a class evidence book where photos will be stuck in with a brief description of the task and written feedback from the teacher.

### **Peer assessment and self-assessment**

- After some lessons, pupils should self-assess their progress and learning against the success criteria/learning objective.
- Self-assessment enables pupils to gauge how far along the learning journey they have travelled by assessing their work against the success criteria.
- Self- assessment may also be in the form of a thumbs up/ middle/ down to the teacher or another appropriate way to indicate to the teacher how they feel about their learning.

### **Written marking**

Written marking and feedback is not a requirement for the teacher to carry out on a day to day basis but it may be something that they wish to do. Written feedback will be provided for longer pieces of writing. When written feedback is provided the following areas should be followed:

- Must be specific, accurate and clear relating to a skill/ area of learning and not simply 'well done' or 'great work'.
- Should encourage further effort and move the pupils on in their learning.
- Must give more work to the pupil than the adult carrying out the marking. It should encourage the pupil to do something.
- Should be given sparingly so it is meaningful.
- Should be about signposting to challenging tasks or goals and refer to the success criteria when relevant.
- Teachers will use a range of coloured pens to mark work and write comments in children's books.
- All comments will be as succinct as possible to ensure that important messages are delivered with minimum words for maximum impact.


#### **Improvement/growth comments:**



- Give the pupils an editing job E.g., go back through your work and expand some of your nouns to noun phrases.
- Give pupils a target and a job (often from the success criteria) E.g., Use different sentence openers to give your writing more variety. Change some of your sentence openers in this work to add variety.
- Growth comments shouldn't just be reminders as this doesn't give pupils any tasks to assist them in progressing their learning. Growth comments should never simply elicit an 'okay' from a pupil unless it is stating that something is unacceptable e.g presentation, inappropriate doodling etc.
- Write a question in English/Foundation subjects for the pupil to answer in order to encourage them to reflect on their work: Where could you have put paragraphs in this work to assist your reader in understanding your points of view better?
- Mistakes are to be distinguished from errors. A mistake is when a child has done something wrong, but the teacher knows that they actually have a secure understanding of the subject knowledge/ skill. Mistakes can simply be circled for a child to edit them.
- An error is where the pupil has a fundamental misunderstanding of subject knowledge or skills. This should be addressed with a reminder of the 'rule' or knowledge together with a moving on task or question.
- Growth comments in Math are limited and often will be the circling or asterisk of an incorrect answer which a pupil will be expected to correct or a task such as: Do this question again and remember to line up your columns.
- Challenge questions may be given in Math in the form of a next step of applying their learning to a greater number of digits (if learning a skill) or in the form of a problem-solving question. Writing individual challenge questions is time consuming so these may be printed or written on the board or screen where needed.

- Learning Support Assistants or Teacher Assistants will also use coloured pens to mark work and must initial any work they have marked.
- Once children complete their editing task teachers are not expected to go back and re-mark this editing although all adults in the room should try to give verbal feedback to pupils during editing time.

## A Toolkit for Marking

Symbols used for written feedback to enable a child to edit and improve their own work:

Do you understand  
your teacher's marking? 

	This is a mistake that has been underlined/circled.
✓	This is good/correct/impressive.
Sp	This spelling mistake needs correcting.
//	A new paragraph is needed.
Pu	Punctuation needs correcting.
Gr	Grammar needs correcting.
^	A word/digit has been left out.
VF	Verbal Feedback given
CL	A capital letter is missing.
FS	A full stop is missing.
?	A question mark is missing.
!	An exclamation mark is missing.
	Finger spaces need to be looked at.
CT	The class teacher has supported the child with this piece of work or a particular question.
TA	The teacher assistant has supported the child with this piece of work or a particular question.
I	The child has worked independently on this piece of work or question before/ after getting support.
○	The circle indicates a piece of punctuation is missing in that place.
Read for sense	The sentence does not make sense and it needs to be read and corrected.
	Abbreviations may also be used to indicate improvements e.g., adj

## **Closing the Gap Comments- How to Differentiate Marking**

### The reminder prompt

This simply reminds the child of what could be improved and is more suitable for able children. E.g., 'This person is a good friend.'

Can you describe how this person is a good friend?

### The scaffold prompt

This reminds the child of what could be improved and provides some support. E.g., 'This person is a good friend.'

Can you describe how this person is a good friend?

Describe something that happened which showed they were a good friend.

He showed me he was a good friend when...

### The example prompt

This gives the child a choice of actual words or phrases. This is especially useful for pupils who are less able. E.g., 'This person is a good friend'.

Choose one of these sentences that tell us a bit more, or write one of your own:

He is a good friend because he never says unkind things about me.

My friend is a good friend because he is always very kind to me.

## **Further Monitoring and Evaluation**

Monitoring will be carried out once every half term in core subjects (Maths and English) and termly in non-core subjects throughout the year by the Deputy Head to ensure that marking is consistent throughout the school looking at:

- > Clarity of teacher's comments.
- > Use of the above marking policy.
- > Appropriateness of improvement prompts (growth).
- > Pupil's responses in the form of improvements made.
- > Presentation of work in line with the Saint Pierre Best and Proud.
- > Success criteria in a child-friendly format.
- > Learning objectives in a child-friendly format.
- > Evidence of adaptive teaching through -Challenge and support
  - Support could take the form of
    - Writing frames
    - Word banks or sound charts
    - Subject-specific vocabulary
    - Questions asked (on plans or in books).
- > A substantial amount of written work in each book (age dependent).
- > Appropriate levels of differentiation and challenge to move learning forward.
- > Progress in learning as a result of high-quality verbal and written feedback.

## **Written Marking Expectations:**

### **Math books:**

- o A success criteria may be used for lessons which is self-assessed at the end of the week/unit of work (but this is not required).
- o Live feedback within lessons/marking within lessons for every child.
- o Children may be self-marking/peer marking within lesson and there should be evidence of this with green coloured pen or pencil ticking.
- o No after lesson marking but of course the books will need to be looked at and assessed to inform planning for the next day.

### **English books:**

- A success criteria for longer pieces of writing which is self-assessed.
- Live feedback within lessons/marking within lessons for every child.
- In English books teachers can mark in more detail a longer piece of work that may be at the end of the unit. However, if more than one piece of longer work is completed then feedback should be given on the best work that a pupil has done.
- A longer independent writing task in English should be marked in more detail as a form of assessment. Completely Independent pieces of work are done in a separate book from their everyday English book and are completed at least once a half term.

This means that truly meaningful written feedback can be given that moves pupils forwards in terms of core aspects of writing. The written marking must:

- > Include moving on comments
- > Give pupils a job to do.
- > Be more work for the pupil than the teacher.
- > The children must respond in the next lesson or given an opportunity at another time to do this.

In every lesson there should be editing time given to pupils to look over their work and edit it.

- > No other after-lesson marking on a normal day to day basis but of course the books will need to be looked at and assessed to inform planning for the next day.

### **Science and Foundation subjects:**

- There must be objectives for every lesson including objectives on presentation and a writing objective together with subject-relevant objectives.
- In every lesson there should be editing time given to pupils to look over their work and edit it (after verbal feedback has been given). If there is not time this can be given at the start of the following lesson.
- Live feedback should be given within the lesson which could include ticks or marking and symbols.
- Quality pieces of work should be marked as outlined for English books above. This may be one piece in every 4 or 5 or at the end of a bigger piece in a unit.

### **APPENDIX A:**

- Foundation subject books are given acknowledgement ticks for assessment purpose only.
- A success criteria can be used at the top of writing lessons and simply include writing symbol reminders such as a finger space symbol.

- The pupils' phonics or spelling work is completed in their Spelling book, and this is marked within lesson time using the green-coloured pen or pencil (if self-marking).