



## Squirrel Hayes First School

Policy Reviewed on	Sept 2016	Nov 2017	Oct 2018	Oct 2019	Oct 2020	April 2021	Feb 2022	Feb 2023	Feb 2024	Feb 2025
Policy Owner Signature	EJP	EJP	EJP	EJP	EJP	AH	AH	AH	EJP	EJP
Policy adopted by the Governing Body on	14.11.2016	Jan 2018	06.12.2018	Oct 2019	Oct 2020					March 2025
Policy Reviewed Date	September 2017	November 2018	October 2019	Oct 2020	Oct 2021	April 2022	Feb 2023	Feb 2024	Feb 2025	Feb 2026
Version	11	12	13	14	15	16	17	18	19	20

## Marking & Feedback Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. - 1 -

## **Squirrel Hayes First School** **Marking & Feedback Policy**

### **RATIONALE**

At Squirrel Hayes First School we take a professional approach to the tasks of marking work and giving feedback on it. All our learners are entitled to regular and comprehensive feedback on their learning, which is an essential part of our assessment process and inclusive values. We encourage all learners to reflect upon their own learning and contribute to the evaluation of their learning and progress, playing an active role in the learning process.

Marking is seen, both by the teacher and the learner, as a positive, encouraging experience - a process which enhances self-esteem and self confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The aim is that through this process of positive celebration and sharing of work, learners are encouraged to become confident, independent learners. Learners will develop evaluative skills enabling them to reflect upon their own learning through shared strategies e.g. success criteria/steps to success and layered targets, guiding them through the next stages of their learning journey.

#### **We define marking and feedback as:**

- The interaction between Teacher/Teaching Assistant/Inclusion Support and Learner which enables effective learning with quality, consistency, continuity, progression and success.

#### **We define learner evaluation and feedback as:**

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- The interaction between Learners which enables peer and/or self reflection and evaluation on learning and progress to date.

## PURPOSE

### Marking and feedback should aim to:

- Show that we value the learner's work and efforts, and encourage them to value it too.
- Give the learner a clear picture of how far they have come in their learning journey and the next steps needed to improve and develop their learning further.
- Offer the learner specific information as to the extent to which they have met the lesson objective/success criteria/steps to success.
- Promote self-assessment
- Gauge the learner's understanding and identify any misconceptions.
- Provide a basis both for summative and formative assessment.
- Inform future planning and learning activities.

Through engaging in the process of marking and feedback Teachers should:

- Identify achievement
- Identify key priorities for improvement
- Check the learning task is completed
- Check accuracy and presentation
- Check knowledge, skills and levels of understanding.
- Seek evidence to support progress, to inform planning, to inform teacher assessment and reporting to parents.

### Learner evaluation and feedback should aim to:

- Present opportunity for learners to share their own and others learning and efforts, and encourage them to value it too

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- Promote reflection by the learner on how far they have come in their learning journey, and the next steps needed to improve and develop their learning further
- Present opportunity for learners to evaluate the extent to which they have met the lesson objective/success criteria/steps to success and/or the individual targets set for them
- Promote self and peer assessment and review
- Share expectations and acknowledge achievement
- Aid learner's in the identification of any misconceptions

Through engaging in the process of evaluation and feedback Learners should:

- Identify achievement
- Identify key priorities for improvement
- Celebrate success and raise expectations for future success
- Check the learning task is completed
- Check accuracy
- Check knowledge, skills and levels of understanding
- Seek evidence to support progress to inform next steps in learning

## **RESPONSIBILITIES**

**The Headteacher:** will take overall responsibility for the monitoring of the marking and feedback process and will ensure that all stakeholders are consulted in regular review of its success. They will ensure that all staff are aware of the expectations that:

- Not all marking and feedback is making marks on learner's work.
- Wherever appropriate, work is marked alongside the learner to enable discussion, explanation and general interaction.
- Regular monitoring will ensure that marking and feedback is consistent in every class and throughout the whole school.

**The class teacher or adult providing marking and feedback** will demonstrate an understanding that:

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- The most effective marking is often the spoken word of encouragement or praise. Oral comments and feedback will be used on a regular basis as part of the developmental process for the learner.
- When a negative comment or correction is required, often a question is the most appropriate and effective strategy. (Discussion and questioning as the learner is working are an integral part of the teaching process).
- Where intervention or correction are necessary give clear explanation and/or attainable targets for improvement. Often this can be done either in discussion, providing examples or by writing targets.
- Marking should relate to the lesson objective/success criteria /steps to success and, increasingly, the learner's own personalised learning targets.
- Marking and feedback should take note of prior learning and previous feedback ensuring that this is followed up and built upon.
- Comments on paper are for the purpose of celebration and moving learning on. They are to encourage the learner's understanding, reflection and response to future improvement in content, accuracy or quality.

## PROCEDURE - EYFS

**Verbal Feedback** - will be the primary source of 'marking' and feedback for all learners in Nursery and Reception. At Squirrel Hayes First School we view verbal feedback as an essential part in the learning process

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rather than the outcome, helping to encourage and promote a 'growth mind-set'.

### **Written Feedback:**

#### **Reception**

- Remedial letters, spellings or misconceptions are marked in orange and followed up with a green V to indicate verbal intervention.
- Success is underlined in green.
- All recorded work is coded S for supported, G for guided and I for independent.

#### **Nursery**

- Learning is annotated and dated.

## **PROCEDURE**

### **Verbal and Written Feedback:**

**Verbal Feedback** - will be the primary source of 'marking' and feedback for all learners, especially those who are still acquiring the basics of reading and writing. At Squirrel Hayes First School we view verbal feedback as an essential part in the learning process rather than the outcome, helping to encourage and promote a 'growth mind-set'.

- When verbal feedback or intervention is given then it must be recorded in the learner's book at the point of intervention with an orange 'V'.
- It is essential that intervention and feedback is followed up by the teacher to ensure that both the learner and teacher can evaluate the impact of the guidance upon their learning. When feedback is followed up it must be recorded in the learner's book with a green 'V' if advice has been acted upon or a further orange 'V' if further focus is required.

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- All groups of learners must receive feedback during the lesson whether this is to intervene, guide, challenge, or extend thinking and encourage reflection.
- Teachers and supporting adults must model and encourage ticking off against 'steps to success', if learners are engaged in the Instructional phase of learning.
- Teachers and supporting adults must encourage learners to generate their own 'steps to success' or check lists if they are working within the Decision Making or Complex/Abstract phase of learning.

**Written Feedback-** will look different for different learners. Learners who are less independent readers will need more verbal feedback in order to help them reflect upon their learning. Teachers will code learning using an agreed code to identify misconceptions, basic skills weaknesses, areas for improvement or presentational features

- All groups of learners will have their 'steps to success' highlighted, where included, to indicate a key success in **green** or an area for further focus in **orange**.
- All groups of learners will have their Learning Objective and 'steps to success' **RAG** rated by the Teacher, marked with a coloured dot to support reflection and evaluation by both Teacher and Pupil.
- Teachers will apply the marking code using ink pen of a different colour to that used by the learner to enable clear identification.
- Any area for further improvement identified as a 'basic skill' will be highlighted in **Yellow**. This must be carefully followed up to aid the prevention of persistent weakness development.
- Code marking at the end of a lesson must be provided by the Teacher where it is clear that the learner has not achieved a key aspect of their learning task. (*this is normally flagged up through **orange** RAG rating against the learning objective and/or several steps to success.*)
- Teachers will log incidences of feedback codes and success to inform a whole class or small group prior learning review to address

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common misconceptions, basic skills weaknesses and presentational features.

- Teachers will use code logs to inform ongoing AFL in planning for timely intervention and next steps in learning.
- Specific basic skill intervention will be recorded on a foldout 'Zap Card' that is attached to their learning book. Adults will have high expectations of learners to use their Zap it cards to remedy spelling, letter and number formation.
- PLR will happen at the start of the next lesson.
- If, after PLR and additional scaffolds, a lack of clarity remains, then the Teacher must consider a planned intervention to address any on-going areas of weakness.

#### **Learner evaluation and reflection:**

**Learner self and peer-evaluation** - will be encouraged as an on-going process throughout the lesson.

- Learners will evaluate their progress against achieving the 'steps to success' over the course of the lesson by ticking when achieved.
- During the start of the plenary phase of the lesson all learners will be given time to evaluate their progress to date against the learning objective and 'steps to success' where relevant by **RAG** rating both the objective and 'steps to success' by using a coloured dot. (*Green - fully achieved, Amber - partly achieved, no dot indicates not yet achieved*)
- Learners will share their evaluations and reflections upon their learning with their peers through either 'partner peer assessment' or 'group peer assessment'. During this process learners must share examples from their own learning to justify the evaluations and assessments made.

#### **Learning prompts and facilitation of the learning process:**

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**Learning objectives** - will be provided by the Teacher in every lesson to define the desired outcome/goal of the lesson or series of lessons.

**Teacher led 'Steps to success'** - will be provided by the Teacher when learning is within the 'Instructional' phase. These will be personalised and are designed to identify what successful achievement of the 'Learning Objective' might look like:

- 'Steps to Success' will be numbered and written clearly on a separate line for each step. This will support both learners and adults in identifying which steps have been achieved and which may need further improvement.

**Learner led 'Steps to success'** - will be established by the Learner when working at greater depth. These will be used to reason and justify decision making during the learning process in order to achieve a successful outcome.

**Building Learning Power 'BLP' prompts** - will be included in every lesson by the Teacher. These will be used by the learners to reflect upon the learning behaviours which have supported them in achieving success.

**Learning Prompts & Scaffolds** - will be used by Teachers to encourage and promote independent learning against 'age related' expectations.  
*(Prior learning and individual starting points must also be considered to support personalisation)*

**Blue for New** - will be used to indicate the introduction of a new learning concept or skill during lessons. Teachers will indicate new learning by colour coding new aspects in **Blue**.


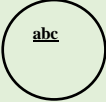


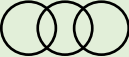





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APPENDIX 1

**Marking Code**


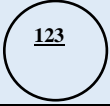
Literacy Marking Codes

<u>Capital Letters - formation and omission</u>	<u>ABC circled</u> 
<u>Lowercase letters - formation</u>	<u>abc circled</u> 
<u>Punctuation – coded with the relevant punctuation mark.</u>	
<u>Finger spaces</u>	
<u>Conjunctions</u>	
<u>Spelling error</u>	<u>SP</u> 
<u>Missing word</u>	
<u>Paragraph</u>	
<u>Grammar – annotated with the development point</u>	<u>G</u> 
<u>Tense (e.g. past/present tense)</u>	<u>T</u> 

Numeracy Marking Codes

<u>Misconception</u>	<u>M</u> 
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	<b>misconception addressed at the point they are identified during the lesson</b>
<b><u>Place Value</u></b>	
<b><u>Number Formation</u></b>	
<b><u>Setting Out</u></b>	Show accurate layout

### **DOCUMENT CHANGE LOG**

<b><u>Version No.</u></b>	<b><u>Date of review</u></b>	<b><u>Reviewer</u></b>	<b><u>Changes Made</u></b>
01	Sept 2009	Erica Smith	New marking colour coding system in place
02	March 2010	Erica Smith	Examples of new feedback & response model included
03	Sept 2010	Erica Smith	Updated to include changes regarding colour coding
04	Sept 2011	Erica Smith	Includes new codes
05	Nov 2012	Erica Smith	Inclusion of new pictorial marking codes and use of PLR time.
06	Nov 2013	Erica Smith	Re-written to include new marking and feedback process, codes and peer assessment.
07	June 2014	Erica Smith	Re-written to include use of 'steps to success' and new highlighting systems and PLR follow up.

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<b><u>Version No.</u></b>	<b><u>Date of review</u></b>	<b><u>Reviewer</u></b>	<b><u>Changes Made</u></b>
08	Sept 2014	Erica Smith	Re-written to include changes to use of pens across the school and PLR.
09	November 2014	Erica Smith	Changes made to colour coding - introduction of 'Blue for New' within steps to success.
10	Sept 2015	Erica Smith	Included BLP Learning muscles
11	Sept 2016	Erica Pickford	Included numbered steps to success and clarified process and coding when giving verbal feedback.
12	November 2017	Erica Pickford	Included reference to 'Phases of the learning process' as part of the school's move to a mastery curriculum.
13	October 2018	Erica Pickford	Reviewed
14	November 19	Amanda Harris	Updated EYFS marking procedures. Updated new code marking and class log procedures. Included examples of marking codes.
15	April 2021	Amanda Harris	Updated feedback for remote learning.
16	February 2022	Amanda Harris	Policy Reviewed.
17	February 2023	Amanda Harris	Policy Reviewed.
18	February 2024	Erica Pickford	Policy Reviewed.
19	Feb 2025	EJP	Reviewed – Amended marking codes

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