



## Feedback and Marking policy



## **Rationale**

At Holbrook we aim to create positive attitudes to learning, through a broad and balanced curriculum, underpinned by positive relationships for all, driving pupil progress and recognising individual's strengths and achievements.

We believe that feedback is vitally important and helps children to progress through careful questioning, addressing misconceptions, support and challenge and recognition of achievement.

We are mindful of teacher workload and believe that; "Teachers should consider marking less but marking better." (EEF 2016)

"Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance"  
(Walkthrus)

## **Evidence based research**

The independent Teacher Workload Review Group noted that written marking has become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating". (2016, Eliminating unnecessary workload around marking)

As a result, marking at Holbrook is – specific, accurate and clear

Our children find marking useful when: -

*"My teacher wrote, 'Please show your working out' I started to do that."*

*"It is useful when my teacher circles things, then I know I need to look at that."*

*"Sometimes there's an extra question like – try and solve this – and I do."*

*"I like smiley faces and house points too."*

Our teachers feel: -

*"Immediate feedback allows the children to respond immediately."*

*"In the moment is more realistic and has powerful impact."*

*"Feedback needs to be completed before starting the next lesson – Don't start today until you feedback from yesterday."*

*"Provides useful and relevant feedback."*

## Marking at Holbrook

**Meaningful:** Feedback should vary by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary, incorporating the outcomes into subsequent planning and teaching.

**Manageable:** Feedback should be cost and time effective for teachers, considering the workload for teachers.

**Motivating:** Feedback should help to motivate pupils to progress. Feedback should not always be in-depth or universally positive. Sometimes short, challenging comments are more effective.

## Expectations

- Marking will take on board the age and needs of the children.
- All written work is acknowledged by a member of staff (ie initialled)
- Any written marking will link directly to the learning objective or recognise good work.
- Marking codes (appendix A) are used for consistency
- A range of marking strategies are used including live, verbal, written and peer.
- Consistent language will be used (appendix B)
- Time will be given for the children to respond
- Non-negotiables (e.g. handwriting & spelling) will be identified in all subjects

## Written feedback

Written feedback (see marking code – appendix A) is used mainly for children's work in books. This may be to praise, make suggestions for improvement, or to provide feedback.

Teaching staff respond in written form both with and without the child being present. This enables the work to be reviewed; the teacher or adult may read the comment to the child if appropriate. It also allows for reflection by the child, stimulation of ideas and suggested next steps. From Year 2 time is planned by teachers for children to respond to marking.

All written comments from staff are made in clear, legible, neat handwriting in a style consistent with that being taught to the children, in **turquoise**, **orange** or **pink** pen. Written comments are combined with positive reinforcement with constructive next steps. Comments may be written at the end of a piece of work or part way through depending on the stage of the work.

English and maths will have at least one written comment a week to support the children's learning. Foundation subjects will have one teacher comment per unit.

When self-marking the children will do so under the guidance of the teacher in a **green** pen and when peer marking the children will use a **purple** pen. In some

lessons, children may rate their own learning using charts or checklists (appendix C) to self-assess.

### **Verbal Feedback**

Verbal Feedback can be made in several ways in response to work. It may be made on a one-to-one basis between the adult and child, or to a group of children. Whole class feedback will be used to inform “praise and share” in the next lesson to identify areas of strengths and weakness as a whole class. This will often be celebrated and recognised in the core subjects with a daily maths or writing mentor, as appropriate.

Verbal feedback is aimed at helping to develop the children’s self-confidence and self-esteem. Constructive comments, which are used to improve work and behaviour, are modelled to the children.

### **EYFS**

Any work (photos and written) will be annotated by an adult.

Seesaw is used to share the children's learning, with comments from staff on the children's progress.

Careful questioning and modelling is used while the children are learning to consolidate their understanding or move the children's learning on further.

Children receive stickers, smiley faces and positive comments (see appendix) to recognise good work.

### **KS1**

Work may be annotated by an adult, if necessary.

Seesaw is sometimes used to share the children’s learning.

Careful questioning and modelling is used while the children are learning to consolidate their understanding or move the children's learning on further.

Children receive stickers, smiley faces and positive comments (see appendix) to recognise good work.

All work in books will be acknowledged.

Worked examples may be used to demonstrate a particular objective or extra challenges may be set.

### **KS2**

Work may be annotated by an adult, if necessary.

Seesaw used for homework and the celebration of learning.

Careful questioning and modelling is used while the children are learning to consolidate their understanding or move the children's learning on further.

All work in books will be acknowledged.

Worked examples may be used to demonstrate a particular objective or extra challenges may be set.

Children receive stickers, house points and positive comments (see appendix) to recognise good work.

*Appendix A – Marking code*


*Appendix B – Marking vocabulary*

*Appendix C – Rate yourself charts*

*Appendix D – Whole class Feedback sheets*

## Marking Code

Spelling mistakes  or **sp.**

Missing letter 

Incorrect punctuation 

New paragraph **//**

Excellent work **✓✓**

Does not make sense **?**

Incorrect answer **•**

Can you correct it? **C**

Support given **S**

Independent work **I**

## Marking vocabulary

|             |  |
|-------------|--|
| <b>EYFS</b> | Wow!<br>Good<br>😊  |
| <b>Y1</b>   | Good work<br>Super work<br>😊★                                    |
| <b>Y2</b>   | Prove it<br>Excellent<br>Well done<br>Very good<br>Check         |
| <b>KS2</b>  | Amazing<br>Good effort<br>Need more evidence<br>Explain<br>Prove |

## Challenge questions

How did you know that .....

Why do you think.....?

Highlight the most effective words/sentence that match the objective

How quickly can you.....?

Can you create your own example?

What is the most interesting fact you have learnt?

Can you solve these.....?

**RATE YOUR LEARNING TODAY**

4



**I'M AN EXPERT**

I understand it well and could thoroughly teach it to someone else

3



**I'M A PRACTITIONER**

I can mostly do it by myself but I sometimes make mistakes or get stuck

2



**I'M AN APPRENTICE**

I'm starting to get it, but I still need someone to coach me through it

1



**I'M A NOVICE**

I'm just starting to learn this and I don't really understand it yet

**Which statement best describes you?  
Assess yourself.**

Appendix D

**Whole Class Feedback Sheet**

|   |               |   |
|---|---------------|---|
| <b>Date:</b>                                | <b>Class:</b> | <b>Context:</b>                         |
| <b>Work to praise and share</b>             |               | <b>Need further support</b>             |
|   |               |   |
| <b>Presentation</b>                         |               |   |
|   |               |   |
| <b>Spelling/Punctuation</b>                 |               | <b>Pupils needing further challenge</b> |
|   |               |   |
| <b>Misconceptions and Next Lesson Notes</b> |               |   |
|   |               |   |