



FEEDBACK & MARKING POLICY

September 2023

Next Review: September 2025

Approved by: Headteacher

The feedback and marking policy has been written taking into account the recommendations of the Education Endowment Foundation research – Teacher feedback to improve pupil learning, particularly recommendations 1-3

[Teacher Feedback to Improve Pupil Learning | Education Endowment Foundation | EEF](#)

Ethos

At Glade Hill Primary School, we believe that feedback and marking is an essential part of learning, teaching, planning and assessment. Responding to pupils' learning through effective feedback and marking acknowledges achievement, promotes positive attitudes, sets clear expectations and leads to pupil progress.

We believe that feedback has more impact if it takes place at the point of learning. Teachers are actively encouraged to use time within lessons to feedback to pupils both orally and in written form.

Glade Hill is committed to ensuring teachers have the necessary time to plan and teach effective lessons. Our feedback and marking policy reflects this commitment by ensuring teachers are feeding back to pupils for the purpose of moving on learning and not for other audiences.

Aims

The purpose of feedback and marking is to give pupils' clear signposts about how to improve whilst acknowledging achievement and success.

The aim of the policy is to ensure that-

- All teachers and teaching assistants are clear of the school's feedback and marking expectations.
- Feedback is embedded into the learning sequence and is a well-planned part of teaching and learning.
- Regular feedback is given to children to improve their learning.
- The children know how to use the feedback given to improve their learning.
- There is a consistent approach to feedback and marking.
- Marking is purposeful and manageable to ensure teachers can plan, teach and assess effectively.

Feedback Expectations

- All children receive regular feedback and conferencing time and are given opportunities to improve their learning.
- Children respond to feedback using a green pen in Yrs 2-6 and in pencil in EYFS and Y1. Green pen work should show improvement or further feedback will be required.
- Feedback originates in high quality instruction. In order to move on pupils' learning, teachers and TAs must consider the most effective form of feedback at the lesson planning stage.

Marking Expectations

- All work is marked with black pen.
- Marking relates directly to the learning objective for the task and clear feedback is given about whether this has been achieved.
- Where a particular target for the individual has been achieved, this is recognised.

- Spelling and punctuation is marked in written work and pupils are expected to identify their errors and correct them.
- The appropriate way to respond to marking is regularly discussed.

‘Light Touch’ Marking / Marking Manageability

We are committed to ensuring the purpose of feedback and marking is to move on children’s learning. Not all work is marked in detail. We trust the professionalism of the teachers at Glade Hill and acknowledge that sometimes glancing over a piece of work is enough to judge achievement and identify next steps. When teachers use this strategy, they use either initials or stamps at the bottom of the page.

Practice tasks are marked using light touch methods. Work is clearly labelled as practice, whereas new learning has a title. The children’s work can be highlighted in pink to point out areas of the work, which has been successful.

Ticks (√), crosses (x) and green dots (.) are acceptable when marking children’s work for quick instant feedback.

Pupil self-marking is an efficient form of feedback and gives pupils the opportunity to improve at the point of learning. Closed tasks should mostly be marked by the pupil or by the teacher during the lesson.

Teachers at Glade Hill make formative assessment notes from tasks and lessons in their assessment books, notebooks and folders. For many tasks, this is a preferred way to gather information from learning as the information is easier to reflect and plan from than the children’s marked books. This is an accepted form of marking and there is not always a need to duplicate this information into the children’s books.

Children may be awarded stickers and stampers to indicate success.

Detailed Marking

Where pupil tasks are more open-ended for instance in writing or maths journals, more detailed written feedback is expected. We believe this is important not only to provide feedback, but also as a record of the pupil’s learning journey. We believe this form of feedback is crucial for pupils to review and reflect on their learning and improve over time. Class teachers are allocated ½ day per week to provide this feedback and detailed marking to children on a one to one basis or in small groups.

Detailed marking will be coded as follows:



Feedback on progress towards the learning objective / target



Response – a further task/question or challenge

To emphasise and support written feedback we use highlighter colours over the children’s work:

Pink for Progress - A pink highlighter is used to either pick out work which shows an improvement on previous learning or work which has met the learning objective/success criteria for the lesson.

Green for Growth – A green highlighter is used to pick out where the work has not met the learning objective, the success criteria or a key point which needs to be developed.

It is important for children and teachers to be able to navigate feedback and improvements throughout their books. Class teachers will either use post it notes to identify where improvements are needed and / or a pink asterisk * at the top outside corner of each page is used to indicate that the page is complete and all expected responses have been responded to.

Feedback and Marking in Writing

Detailed feedback and marking in writing must include the following:

- **Success criteria** (checklists/ WILF – See Appendix 3) **must be used every time a child is writing an extended piece**. This may be a paragraph (such as a character description), a couple of paragraphs or a whole text. Any time where the children are attempting to apply more than one skill.
- In KS2, the success criteria **must be evaluated at the end of the writing by the child in green pen, or by their partner in purple pen**. This ensures that the child has immediate feedback on how successful their writing has been.
- **Teachers should then mark the child's work by highlighting the success criteria in either pink or green**. This reduces the workload of long written comments, but clearly feeds back to the child if they have met the criteria or not.
- **If there are criteria not met**, then the children should have time to write another sentence (for example that uses the criteria not met), green pen their original writing (say if punctuation was missing) or have some conferencing time with a teacher/TA/peer if further support is needed to re-write any sections.
- Teachers must mark all extended pieces of writing in depth, using the success criteria and any other appropriate comments to move the learning on, **especially when these extended pieces are being edited and redrafted in the next lesson**.
- Teachers should use the **numbered system to identify any grammar, punctuation or spelling errors** in any piece of writing (English book or wider curriculum book) and children should respond and correct these errors in green pen.
- **Extended pieces of writing in wider curriculum books should be marked in depth** against the learning outcome in that particular subject, but with some grammar, spelling and punctuation considerations too.




Feedback and Marking in Mathematics

Feedback and marking in mathematics follows the policy guidelines set out above however; there are some further principles for maths as set out below.

Marking in mathematics should be immediate to have direct impact on the children's learning. We believe that the most important aspect of mathematics marking is to address misconceptions. We know and understand that just identifying a misconception is not sufficient to support children in their learning. The main aim of feedback and marking is to move children on in their learning by identifying misconceptions and addressing them.

Addressing Misconceptions

A green arrow is used as a symbol for children to know when further actions are required. We have identified that there are three main ways of doing this. We therefore code a green arrow with a letter to demonstrate the task set. This is regularly monitored to ensure there is a balance. The children's work can also be highlighted in green to point out a misconception.

P 	S 	D 
Further practice	Support Scaffold Illustrate	Deeper thinking

Although these codes are used mainly in mathematics, they are not exclusive to the subject and can be used in any marking in any subject where relevant.

Grammar, Punctuation and Spelling.

To improve the children's editing skills, in writing tasks teachers underline and number up to five grammar, punctuation and spelling errors. These errors will be ones, which the teacher feels the child should be able to identify and correct for themselves. The child will have to work out why it is an error and re-write the correction next to the number underneath in green pen.

(1)

e.g. The children was playing in the garden.

(1) were

Feedback and Marking Codes

A summary of the feedback and marking codes and a copy of the codes, which are in children's books, can be found in the appendices.

Conferencing and Feedback Time

Teachers should regularly conference with their pupils and use TA support to allow time to do this. Teachers can use TAs to cover up to ½ a day per week for this purpose.

Peer and Self-Assessment

Children are encouraged to review their own learning and that of others regularly. When peer and self-assessment is used in books, the children use purple pens for peer assessment (on writing checklists only) and green pens for self-assessment.

Independent Learning















At Glade Hill, we encourage children to take responsibility for managing their learning and challenge them to become independent. Children are encouraged to decide when they are ready for the next challenge or when they need to consolidate learning before moving on. Pupils use mark schemes to aid self-regulation. All lessons are planned with appropriate challenges and extension tasks.

Monitoring

The Leadership and Management Team regularly and rigorously monitor information generated from feedback, marking and assessment activities. We ensure that the feedback and marking policy is being used consistently throughout the school by sampling work. Monitoring is carried out by all subject and phase leaders. Feedback on the implementation of the policy is given during staff meetings or with individual members of staff.

Summary of Feedback and Marking


Codes and Expectations

Symbol	Code / Expectation	Meaning
	Black Pen	Teacher assessment
	Green Pen	Self-assessment and improvement (Y2-6)
	Purple Pen	Peer assessment (Y2-6) Writing checklists only
	Pink Tick	Correct or successful
	Pink Cloud	Positive comment
	Green Cross Or green dot	Incorrect or unsuccessful
	Green Arrow	A response is required
	Work marked or highlighted in Pink	Pink for Progress
	Work marked or highlighted in Green	Green for Growth
	Teacher initials or Stamp	The work has been seen and no further marking is required / light touch marking in EYFS / KS1
	Pink Asterisk (optional) Post it notes	All work and responses are complete on that page Pupil response required
Practice	Practice	Label used for practice tasks. These will be light touch marked.
(1) <u>was</u>	1, 2, 3	Identifies spelling, punctuation or grammar errors to be corrected.
P 	Practice	Practice
S 	Support Scaffold Illustrate	Support Scaffold Illustrate
D 	Deeper thinking	Deeper thinking


Appendix 2

Feedback and marking expectations for childrens' books: (These can be found on the Onedrive in GH All Staff – Children's Books – How to make your work SPARKLE, and they should be printed for books from that document).


EYFS




How to make your work SPARKLE!



- ✓ I will use the tripod grip and show preference for for a dominant hand when writing
- ✓ I will use Little Wandle mnemonics to help me form letters correctly



All around the octopus.



Curl around the cat.

Pink for progress!




Feedback and Marking Checklist

Green for growth!



My teacher will:

- ✓ Highlight my work in pink when I have made progress and been successful in my learning
- ✓ Highlight my work in green when there is something I need to improve
- ✓ Talk to me and draw symbols in my book to help me understand what I have done well or what I need to improve:

Writing - marking symbols

 good ideas	 Can hear phonemes	<u>C.V.C</u> segmenting simple words	<u>a</u> ____ using initial phonemes	 • full stop	 finger spaces
---	--	---	---	--------------------	--

AJ/stamp My teacher has seen my work



How to make your work SPARKLE!

Write the long date on the left.
Underline the date with a ruler.

Thursday 5th September 2019

In the middle write the title.
Underline it with a ruler.

My Dragon

Use a line guide.

My dragon is a fire dragon. His breath can make cars sizzle like dynamite. If you make him angry, he will shoot rings of fire at you. When he flies, he lights up the sky like the sun. When he goes to sleep, the ^{fire} ~~fire~~ in the sun goes out.

Cross out any mistakes with a single line and a ruler.

Edit your work neatly in pencil.


Make sure your letters are formed correctly.


Feedback and Marking Checklist

Pink for progress! **Green for growth!**

My teacher will:

- ✓ Highlight my work in **pink** when I have made progress and been successful in my learning
- ✓ Highlight my work in **green** when there is something I need to improve

 What I have done well


 Next steps

(1)


AS/ stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

I am expected to:

- ✓ Respond to my teachers marking neatly using a pencil.



How to make your work SPARKLE!



Write the short date on the left.

Underline the date with a ruler.

Use neat handwriting.

Stick questions and challenges in neatly.

5.9.19


Tens and ones


1. 3 tens and 2 ones
 $30 + 2 = 32$


2. 2 tens and 8 ones
 $20 + 8 = 28$

D →

What numbers are represented below?
Write your answer in numerals and words.


12
Twelve


54
Fifty-four


15
Fifteen
Fifteen

Underline titles and sub-headings with a ruler.

Use a line guide.

Cross out any mistakes with a straight line.


Feedback and Marking Checklist

Pink for progress!


Green for growth!

My teacher will:

- ✓ Highlight my work in **pink** when I have made progress and been successful in my learning
- ✓ Highlight my work in **green** when there is something I need to improve



What I have done well






Next steps

(1)



AS/ stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

Math Codes

P 	S 	D 
Practice	Support / Scaffold	Deeper thinking

I am expected to:

- ✓ Respond to my teachers marking neatly using a pencil.



How to make your work SPARKLE!

Write the long date on the left.
Underline the date with a ruler.

In the middle write the title.
Underline it with a ruler.

Use a line guide.

Cross out any mistakes with a single line and a ruler.

Edit your work neatly in pencil.

Make sure your letters are formed correctly.

Thursday 5th September 2019
My Dragon


My dragon is a fire dragon. His breath can make cars sizzle like dynamite. If you make him angry, he will shoot rings of fire at you. When he flies, he lights up the sky like the sun. When he goes to sleep, the ~~fire~~^{fire} in the sun goes out.


Feedback and Marking Checklist

Pink for progress! **Green for growth!**

My teacher will:

- ✓ Highlight my work in **pink** when I have made progress and been successful in my learning
- ✓ Highlight my work in **green** when there is something I need to improve

 What I have done well


 Next steps

(1)


AS/stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

I am expected to:

- ✓ Respond to my teachers marking neatly using green pen.



How to make your work SPARKLE!



Write the short date on the left.

Underline the date with a ruler.

Use neat handwriting.

Stick questions and challenges in neatly.

5.9.19


Tens and ones

1. 3 tens and 2 ones
 $30 + 2 = 32$


2. 2 tens and 8 ones
 $20 + 8 = 28$

D →


What numbers are represented below?
Write your answer in numerals and words.



12
Twelve



54
Fifty-four



15
Fifteen
Fifteen

Underline titles and sub-headings with a ruler.

Use a line guide.

Cross out any mistakes with a straight line.


Feedback and Marking Checklist


Pink for progress!

Green for growth!

My teacher will:

- ✓ Highlight my work in **pink** when I have made progress and been successful in my learning
- ✓ Highlight my work in **green** when there is something I need to improve




 What I have done well

 Next steps

(1)


AS/ stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

Math Codes


P 	S 	D 
Practice	Support / Scaffold	Deeper thinking

I am expected to:

- ✓ Respond to my teachers marking neatly using green pen.



How to make your work SPARKLE!



Write the long date on the left.
Underline the date with a ruler.

Cross out any mistakes with a straight line.

Thursday 6th June 2019

Drowning in Plastic

Would you like to be trapped in a world full of plastic? Well that is what the sea creatures are having to deal with. If you want to help, read on.

Shockinglly, ~~90%~~ ^{of} seabirds are contaminated with plastic! The ~~oceans~~ are so full of plastic that they never know what they should and shouldn't eat. Our actions are having a significant impact on the ~~sea~~ ^{innocent} creatures and we must start to take responsibility!

Leave a line after the date.
Write the title in the middle of the next line and underline with a ruler.

Use a line guide.

Write your improvements neatly in green pen.

Pink for progress!

Feedback and Marking Checklist

Green for growth!

My teacher will:

- ✓ Highlight my work in pink when I have made progress and been successful in my learning
- ✓ Highlight my work in green when there is something I need to improve

☁ What I have done well


➡ Next steps

(1)


AS/ stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

I am expected to:

- ✓ Respond to my teachers marking neatly using a green pen.
- ✓ Respond to my peer's work neatly using a purple pen.



How to make your work SPARKLE!



Write the short date on the left.

Underline the date with a ruler.

8.02.19


Finding percentage increases and decreases

20% increase

1. 60p = 72p ✓
 2. £1.30 = £1.56 ✓
 3. £80 = £96 ✓

25% decrease

4. 80p = ~~70p~~ 60p ✓
 5. £2.50 = £1.85 × £1.95 £12 decreased by 20% = £9.60 ✓
 6. £180 = £135 ✓

Question time!
 Can you write your own question based on today's learning?

 Super challenge-
 Can you write your own number story to go with it?

In the shop there was a top for £12. It was in the sale for having 20% off. What is the new price? £9.60

Underline titles and sub-headings with a ruler.

Cross out any mistakes with a straight line.

Write your corrections neatly in green pen.



Use a line guide.

Pink for progress!

Feedback and Marking Checklist

My teacher will:

- ✓ Highlight my work in pink when I have made progress and been successful in my learning
- ✓ Highlight my work in green when there is something I need to improve




 What I have done well
 Next steps

Green for growth!

(1)

AS/ stamp My teacher has seen my work **was** Grammar, Spelling or punctuation error

Math Codes

P  Practice	S  Support / Scaffold	D  Deeper thinking
--	--	---

I am expected to:

- ✓ Respond to my teachers marking neatly using a green pen.
- ✓ Respond to my peer's work neatly using a purple pen

Success Checklists: WILF

Whenever children are writing independently, at length, they should be supplied with a success checklist/ WILF. This needs to be shared and explained beforehand or it could even be written together. It should be printed off and stuck in the children's books either before they write or after but it must be visible to the children during their independent writing time.

These are essential in providing children with the information they need in order to be successful in their writing. We are planning time into each week to edit and redraft their writing as well as evaluate it and this is the perfect tool for children to evaluate their writing.

Here are some examples of how to structure a success checklist suitable in **Key Stage 1**:

Year 1 Writing Checklist

Tips to being a fantastic writer!

You may have some agreed symbols that you use with your children to remind them to use finger spaces or capital letters and full stops.

Providing children with these symbols is a great way to remind them, as well as tick them off to provide instant feedback to children which they can understand.

©TES

Say the sentence.

Say the sentence to someone to make sure it makes sense.

A B

C

Use capital letters correctly

ch qu

ow ay

Use phonics to help with spelling

Use finger spaces

Write on the line

?

●

!

Full stop, question mark or exclamation mark

Use wow words

Clear Writing

Make your writing clear to read

WILF:		Teacher:
Imperative verbs (bossy words)		
Words to tell you 'when' to do something		
Capital letters	A	
Full stops	.	
Read back my writing to make sure it makes sense		

Success checklists can be a simple list, with symbols to aid understanding.

Include a column for you to put tick or cross in to provide clear, instant feedback. Alternatively, remove the 'teacher' column and just highlight the features on the checklist in pink or green.

For more able pupils, you could provide a 'child' column instead of / additionally to the 'teacher' column where they can have a go at evaluating their writing themselves.

Here are some examples of how to structure a success checklist suitable in **Key Stage 2:**

WILF:		Peer:	Prove it:
Purpose: To present the volcanic eruption as a terrifying, menacing and dangerous event.		Do you think they achieved this purpose?	Why?
Impact on the reader: *Worried for the characters *Questioning – will they die? *Imagining the chaos in their heads		Did their writing have that impact on you?	Why?
Features	Show it don't say it – describe the character's emotions		
	Short snappy sentences		
	Repetition		
	Use of adjectives, verbs, adverbs and prepositions to describe the volcano and its eruption		

Consider including the **purpose** and / or the **desired impact on the reader** as part of the WILF.

Part of children reflecting on their work or on their peer's work is to consider whether their writing met the purpose, and had the desired impact on the audience. Too often we can be solely focused on the grammar side of writing, and making sure it includes all the punctuation and language features we want, but it is crucial for children to understand why the features are on the checklist in the first place – to meet the purpose!

Asking children to reflect on this, either in their own work, or their peers, encourages them to think about the overall composition of the piece.

WILF:	Tick	Prove it...
Expanded noun phrase		
Commas in a list		
Relative clause		
Commas around the relative clause		
Unusual adjectives		
BONUS! Simile		
At least 10 sentences		

Include a **'prove it'** box so once children have identified that they have included the key feature, they then have to evidence it. This provides great formative assessment for you as it shows you whether they understand the features on your checklist!

You could include a **'BONUS'** box, decided on with the children. You can ask them 'What haven't I included on this checklist that you think we could use from previous learning that would make our writing even better?' Then type it up and print off for them to use at the end of the lesson.

Output expectation: Some classes need your expectations of how much writing you expect from them in one session. This was a paragraph lesson so ten sentences was sufficient for the purpose. You might need a higher expectation!

WILF:	Child	Prove it!
A clear viewpoint for or against throughout		
Openers to link paragraphs and sentences		
Powerful words		
Alternative suggestion		
A variety of modal verbs (could, shouldn't, must, can, can't, ought to, shall, might)		
Rhetorical question		
Personal target:		

You could include a space for children to write a **personal target** in for their work. It's might be they've been working on spelling a particular word correctly, or using the correct punctuation etc. Whatever it is, having them write it in their box helps them to refocus on this target, and evaluate their progress towards it.

I would often leave a **blank box** for children to add anything else they want to include in their writing. It might be something they've not pinked off in their stage assessment sheets, or again something that they want to include from previous learning. Allowing them to add to their success checklists gives them ownership over them.

WILF:	Peer	Prove it!
Opener		
Powerful words		
Alternative suggestion		
Modal verbs		
Rhetorical question		

Purple pen! Use the success checklists every now and again as a form of peer assessment. A partner must check their peers work and evidence it using their purple pen! This makes for another great use of formative assessment, as peers can then feedback after, within the lesson and children have had instant feedback! Children are often highly motivated to receive feedback from their peers, and they receive it well.

WILF:	Child	Teacher

Higher ability children/ Y5/Y6:
I would give children a completely blank success checklist and get them to write their own based on the work completed previously. This shows how they are taking ownership of their writing, their checklists will be personalised and all completely different! Just like the independent writing we need for moderation at the end of Y6!

Reminders:

- When children are writing independently at length they must be given a success checklist to work towards, as well as use to evaluate their writing.
- Success checklists should be completed in **green pen** to show children self-assessing their work.
- Opportunity must be given for peer assessment to be used through use of the success checklists, and **purple pen** used for this.
- Create a success checklist format which works for you and your children, but the format can change depending on how you intend on it being used – they don't all have to look the same!
- They must be labelled as WILF and referred to as this with the children.
- Mark children's work against the success checklists using your highlighters. Make sure from your marking it is clear what they have done well, and what still needs to be improved. You could then comment further at the end of their writing with what/how they can improve it. E.g.

WILF:	Child	Prove it
Fronted adverbial	✓	<i>Firstly, go and get the sticks you need from the forest.</i>
Commas after a fronted adverbial	✓	<i>get, chop, wrap, tie</i>
Imperative verbs	✓	<i>hard, long, straight</i>
Adverbs	✓	

→ Hard, long and straight are adjectives not adverbs. Adverbs tell you how to do something. E.g. Carefully chop the wood using your axe. The adverb in this sentence is carefully. Take another look and see if you do have any adverbs in your writing – I think you do!