

St Margaret's Catholic Primary School Aberdare



Effective Marking and Feedback policy
We are learning to live like Jesus in everything
we do.

Spring Term 2025
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Effective Marking & Feedback Policy

‘Feedback is one of the most powerful influences on learning and achievement’

In Hattie’s research in 1999 the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However feedback has the power to impact both positively and negatively on pupil performance.

In order to be positively effective ...” feedback must answer three major questions asked by a teacher and/or by a pupil:

What are my learning goals?

What will I need to help me get there?

What are my next steps in learning?

This policy sets out how the use of **effective marking, feedback and responses** are **consistently** utilised across our school to help our pupils *be the best they can be* (RRS Article 29).

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and supporting them to be ambitious and capable learners.

Aim

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective marking. Feedback to pupils should maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps give pupils ownership of their learning and the vital role they play in their learning journey. Ensuring effective progress is made.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and to ensure they are active contributors to their own learning.
3. Support teachers' assessment knowledge of each pupil, as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school, to teach pupils to effectively respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning at St Margaret's Primary School

Teachers' well-considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback, ABCDE feedback (see appendix 1) and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries (eg pitstops) and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 or group discussion.

'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work linked to the Target Dysgu. Teachers will identify whether the work is completed independently (I), with partial support (PS) or full support (FS) and write a Welsh praise comment (eg. Da iawn) .

Developmental Marking in which more detailed feedback on attainment and success is given and response from pupils is seen, to strengthen the teaching and learning process in order to embed and deepen learning. Teachers use 'tickled pink' and 'green to grow' to highlight success and areas to improve. (see appendix 2) Pupils are given 'Green for Grow Time' to reflect and improve their work and amend their work in green pen.

Self-assessment and peer assessment is used in all classes. In Foundation Learning staff and pupils use the 'Targeted Dysgu' (TD) to share the learning intention and the 'Success Spider' to help achieve the TD. In KS2 Steps to success are shared or created collaboratively

Self-assessment:

Foundation Learning:

Self-assess against Successful spider using a traffic light system.

Red – Not used

Amber – Used sometimes but could have used more or improved. E.g. used adjectives but not appropriate or challenging ones.

Green – Successfully used throughout work and used appropriately.

Maths – use of traffic light system to self-assess

Use at beginning of topic and end of topic

When doing practical activities, children use voice tool to self-assess and reflect on their work through Seesaw/Dojo

Year ½ children strive to explain why they chose the traffic light colour

(See Appendix 6)

If a TD refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects. Teachers will initial the pupils' self-assessment to quality assure the accuracy of their self-assessment.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work that is linked to the success criteria and suggest one area for improvement, peer assessor's initials must be also left.

FL – Children peer assess using the traffic light systems

KS2 – Children begin to use their green for growth and tickled pink highlighters to peer assess.

Non-negotiable Procedures for Marking.

All marking by the class teacher is to be carried out in red pen.

All marking by an LSA or supply teacher will be carried out in black pen.

All marking is to be done in clear, legible handwriting.

The marking code is to be followed in all cases. (see Appendix)

The marking code should be accessible to all pupils in the learning environment.

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week, or on completion of a focus concept/genre.

Feed forward marking:

When identifying specific success, the respective work in the pupils' book will be identified in pink highlighter.

When identifying an area for specific improvement the respective work in the pupils' book will be identified in green highlighter. Feed forward comments will be highlighted in green.

or

There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and be completed by pupils.

When marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

Responding to comments

Pupil's response to comments should be evident in green pen and suggested improvements made in their current piece of work. (Teachers avoid using 'next time' or 'can you' in their forward marking.

Examples of feedback prompts can be found in Appendix 3

Staff use a shooting star to indicate how to move the learning forward. Teachers use red pen/ LSAs supply use black pen.

Depending on developmental stages this can be verbal, it should be recorded as such using light marking codes. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as adults in school we want to recognise good work with stickers, Dojo points, smiley faces etc.

Procedures in greater detail:

All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photographs, videos, QR codes, observations, white boards and uploaded to school platforms where appropriate.

Depending on developmental areas, when evidence is uploaded to online platforms, comments of children's progress need to be added, in line with school policy marking codes. This is important as it charts progress of pupils' in their learning journey.

FL (Early Years) – At least 5-10 pieces of evidence across all AOLEs need to be uploaded to Seesaw with comments on progress using the marking codes.

Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. At St Margaret's we use ABCDE forward feedback (see appendix 1) in the early stages, we use 'Pit Stops' and 'Green to Grow Time'. (see appendix 4)

It also forms part of formative assessment which is essential for teachers to refine and inform planning when teaching pupils, so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the **Targed Dysgu and** Pupil self-assessment.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Feed Forward feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, brief and succinct in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning intentions TD and success criteria?
3. Can feedback be read clearly and understood? (Developmentally appropriate)
4. Does feedback indicate a next step/improvement in learning?

The Frequency and Nature of Pupil Response to Feedback

Work that has Feed Forward marking, requires a response from the pupil.

Feed Forward marking is most effective when well-crafted and time given for the pupil to respond in the moment. Time given during morning job sessions to work with smaller groups to address misconceptions/next steps

Pupils need time to develop this skill from FL to Yr 6, and consistently throughout the school year.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with ALN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

By the end of KS2, most pupils will be able to respond to feedback appropriately and independently with the skills they need to move their learning forward.

Acknowledgement of response

This should be swift, in line with the marking policy.

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to mark in a black pen, to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. All pieces of work should be at least 'light marked'. Class teacher is responsible for engaging in regular dialogue with support staff about moving learning forward. Any digital work uploaded needs a comment using the marking policy codes.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. Supply teachers mark in a black pen and initial the marking. A marking pack will be kept in all classes for support staff and supply teachers

Staff Handbook (welcome pack) available in each class, including a summary of expected marking procedures.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each AOLE leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the ALNCO has responsibility to ensure the policy is appropriately adapted and implemented for ALN pupils.

It is the responsibility of all staff to use the policy consistency across the school and ensure that it has an impact upon progress. SLT to liaise with the to feed back to the Headteacher and Governors on the implementation of the policy.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

ALN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may take the form of verbal feedback and response.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT as part of the MER cycle. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of Feed Forward marking through work scrutiny as part of lesson observations to monitor the quality of teaching and learning in the school.

This will be triangulated with Listening to Learners (L2L) to ascertain how Feed Forward marking supports them in understanding what they need to do to improve their learning and to make progress. Including self-reflective 'bring a book' to scheduled staff meeting will be used to monitor consistency across the school and impact of the policy on pupil progress.

Policy Review

This procedure has been agreed by the staff and Governors in the Spring term 2025 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Spring 2027

Policy updated Spring 2025

Mrs R Rees-Harding

Shared with the Link Governor Spring Term 2025 Full Governors meeting

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Appendix 1- ABCDE forward feedback

ABCDE Feedback can be used throughout the lesson to give high quality verbal feedback. It is a short brief conversation between staff and pupil.

- A. Amazing-** say what they did well/what you like about their work. BE specific “I like your wow word/adjective”. Highlight it. Ask them to tell a friend why you highlighted their work.
- B. Better-** verbally ask them to improve something. Refer back to SC. “Add a connective to you first sentence”
- C. Check-** Ask the pupil to repeat exactly what you have asked them to do – ensure understanding.
- D. Do it-** Allow pupil time to carry out what you asked. Write a V next to it to remind you to look for the change.
- E. Effort-** praise their efforts.

Appendix 2- Tickled pink and green to grow

The idea is that you use two highlighters to mark children's work. A pink highlighter for parts of the work that have met the learning objective and green for places that need improving or could be improved.



1. Close the gap marking is done through tickled pink and green for growth and relates to the learning objective.
2. Highlighting should be done in a way which is clear to the child. So they understand the colour is being used and what it means.
3. The children's work should not be dominated by highlighting but there will be a **maximum of 2 identified specific areas for both pink and green highlighting.**
4. Written comments at the end of the child's work clarify for the child what was good (pink) and what could be improved or extended (green.) **This can also be carried out verbally but this must be written on the piece of work using the letter – VE.** To show that the teacher and pupil have had a conversation. (pupils responses/corrections in green pen will support this)

5. Children are actively encouraged to respond to the teacher's comments/green highlighting by correcting or amending their work in a green pen. Dedicated time may need to be given for this- after developmental/deep marking.
6. Children can self-assess their own work or 'peer mark' by using the success criteria for the lesson and purple peer pen. **Staff will quality assure the responses with their initials.**

Appendix 3- Example of Feedback prompts that can be used for forward marking

When forward marking avoid the use of can you...../ Next time.....

Keep forward marking short and specific. eg Add a connective in your first sentence.

An immediate response to the forward marking should be evident, to show a direct impact on moving learning forward.

Feeding forward in Literacy – some helpful stems

Add....

Find....

Check....

Place....

Include...

Change...

Edit....

Proof read...

X is missingadd.....

Feeding forward in mathematics- some helpful questions

- If the answer is What might the question be?
- Record three facts that you know about?.. triangles/ Fractions/ a rhombus/ pie charts
- Make up a problem that will need + and – to solve it. (or + and divide to solve it)
- Use the inverse to check the answers.
 - Can you make a fact family?
- If you know.... (6x3 is 18) What else do you know? (60x30= 180)
- How can you use this skills in real life?
- Which was the hardest calculation?easiest? Why?
- Can you find a pattern in your answers? E.g. Multiplying by 10
- What is the hardest calculation you can devise with an answer.... 10, £2.32, 1/3?

- Explain to a partner, the steps to help them find $\frac{1}{3}$ of a number, the mean, ?
- Create a slightly easier/harder question than number...
- Turn the number sentence into a word problem.
- Show me a different way of .. “finding the difference?
(Prove it) Why did you use it? What method would have been a bad choice? Why did you not use....?”
- Spot my mistake.

Appendix 4- PITSTOPS and Green to Grow time

PITSTOP is quick effective feedback throughout the lesson where the teacher refers pupils back to the Targeted Dysgu **and Success Criteria**.

It can be used on a whole class basis or within a small group.

It can also be used to self and peer assess.

Example of PITSTOP

Allow pupils to start task.

After 5 mins stop the class and refer back to SC. Eg Have you used 2 wow words?

If they haven't it is an opportunity for the pupils to add it in (using a green pen)

Allow pupils to continue with task.

At regular intervals refer pupils back to the SC and you could ask them to check their partners work. Have they used 2 different sentence openers? If they haven't then it is an opportunity to add it in (using green pen) if they haven't.

PITSTOPS can be used across the curriculum.

Green for Grow Time

Time allocated by the teacher for the pupils to respond to the developing/deep marked piece of work.

Pupils respond to marking using a green pen to correct their mistakes or add to their pieces of work.

Marking Codes

Correct	✓
Incorrect	•
Capital letters	CL
Full stops	FS
Spelling mistake	SP
Grammatical error –doesn't make sense	'Rethink' written in margin/above sentence
Start a new line	/
Add another paragraph	//
Indent reminder	➔
Targed Dysgu	TD
Targed Dysgu Achieved	TDA
Targed Dysgu Not Achieved	TDNA
Independently	I
Partial support	PS
Full support	FS
Verbal feedback	VF

Word bank	WB
Manipulatives (ie concrete apparatus)	C
Partner work	P
Group work	G
Initial who marked the work	
Challenge	Shooting star drawn with next steps or challenge