Endeavour Primary School

Feedback & Marking Guidance

Marking & Feedback Guidance				
Review Cycle	Annually / Bi-Annual / Three Yearly		**Date of Next Review**	March 2028
Governor Approver **Role** **Signed** **Date**	David Brook Co-Chair of Governors  April 2025		**School Approver** **Role** **Signed** **Date**	Helen Palmer Headteacher  April 2025
Review changes:	March 2025 – Updating into standard template			

The Purpose of the Feedback Guidance

The purpose of this guidance is to make explicit how the teaching team respond to pupils' learning and provide feedback. All members of staff are expected to be familiar with the guidance and to apply it consistently.
It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between the learning they can exhibit now and their future understanding. We recognise that the teaching team consists of teachers, teaching assistants (LSAs/HLTA), and any other specialist teachers employed by the school and/or LA, including student teachers.

The Principles That Guide the School's Approach to Feedback

At Endeavour Primary School we apply this basic principle to Teaching and Learning;

"What do the pupils already know? What do they need to learn next? How will they get there?"

This is underpinned by the research from Hattie and Yates, 2014.

At Endeavour Primary School, we recognise that feedback is a two-way dialogue between the learner and the adult. This feedback is reciprocal and teachers should respond to the feedback provided by pupils.

Feedback should:

- Be seen by children as a positive approach that impacts their learning.
- Give recognition and praise for achievement
- Gives pupils clear strategies for improvement.
- Respond to individual learning needs taking
- Have an impact and move children's learning on.
- Allow specific time for children to read, reflect and make the necessary improvements to move their learning on.
- Relate to the learning objective, success criteria or targets.
- Inform future planning.
- Involve all the teaching team working with the children.
- Use consistent codes across KS1 and KS2.

Feedback Strategies:

- Verbal Praise
- Written annotations
- Non-verbal gestures
- Use of visualisers
- Annotation of work and photographs by staff
- Children annotate their own work and pictures and respond to marking
- Peer marking
- Group and class feedback
- Oral dialogue with children about their learning

- Use of marking symbols
- Cut away/focused teaching groups

Children's response to the feedback

Responding to feedback

- Children should be given planned time during and after the learning to read, consider and respond to the feedback the teacher has provided, using a **green pen**
- Children should be encouraged to ask for clarification if they do not understand and should be clear about what they need to do in their next piece of work as a result of the feedback they have received
- All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for improvement points
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement

Home Learning

All home learning tasks will be marked as is deemed appropriate. This may sometimes be verbal feedback in the case of practical tasks. All children should know that their work has been valued.

Monitoring and evaluating this guidance

- This guidance will be monitored through further consultation of staff and through the planned reviews
- Children's books will be monitored by the Leadership Team and by members of the teaching staff as they reflect on their own practice and evaluate pupils' learning.
- Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document or discussion, for all staff to consider and discuss.

What does Feedback look like at Endeavour Primary School?

Live Marking

The overwhelming majority of feedback that children receive is given verbally, during learning time. Live marking is used to check for and tackle errors and misconceptions and to accelerate children's progress wherever possible. It is expected that every child will receive verbal feedback on their work during a learning session **at least once**, before the end of the session.

Touch-up Marking

Given that teachers will have given effective verbal feedback and intervened on any misconceptions during the lesson with live marking, often the teacher will simply need to apply touch-up marking at the end of the day. Touch-up marking is where a teacher checks the work a child has completed since the last point of live marking and ensures

that the piece of work is fully marked.

Whole Class feedback

At the start of learning sessions, time is spent activating prior knowledge in preparation for new learning to take place. As part of this, teachers sometimes give whole-class feedback on relevant prior learning, verbally. This will highlight areas of success, common misconceptions and areas to consider moving forward. Children should always experience a high-level of success and so this is not a time to present with a list of failures. Instead, teachers use their judgement to weave together their knowledge of what is best for the children's learning in that lesson and to adapt teaching in response to assessment information. This is supported by the use of Focus 5 assessments.

In-depth Feedback

Some work should receive in-depth marking. This marking will be based on the child's needs and must have significant impact on children's future learning. Teachers should focus first and foremost upon the learning objective and success criteria of the task as well gaps in children's learning. The emphasis should be on both successes against the learning intention and the targets necessary for the child to improve.

Marking Expectations for each Subject

	Live Marking	Touch-up Marking	In-depth Marking
4 Reads	Every Lesson	Every Lesson	
English	Every Lesson	Every Lesson	Once a week
Maths	Every Lesson	Every Lesson	Once a week
Phonics	Every Lesson	Every Lesson	
Project	Every Lesson	Every Lesson	Once a week
Discrete Subjects	Every Lesson	Every Lesson	Once a week
Spelling	Every Lesson	Every Lesson	

Marking Symbols

The table below states how to apply the marking symbols.

Marking Symbols – best practice		Inappropriate use
✓	• A single tick will be used to indicate a correct answer. • If a child has ticked their own work as part of an honesty marking system, an additional tick is not required.	• Generic ticking • Double ticking • One single tick at the end of a piece of work
Pink highlighting	Pink = tickled pink Pink highlighting is used to indicate success.	• Extensive, non-specific highlighting. • Excessive highlighting.

	<u>Key Points:</u> • If a child has achieved the LO, the letters 'L.O.' will be highlighted pink. • Within the piece of work, evidence of the achieved L>O will be highlighted pink as feedback for children to reinforce their choices and understanding. • In a normal piece of work, about 3 pieces of highlighting will be appropriate. • In an extended piece of work, highlighting will match the success criteria. Each success criteria may have one or two pieces of related highlighting.	
Yellow highlight	Yellow highlighting is used to indicate an error or misconception to support children to learn more. <u>Key Points:</u> • Yellow highlighting must always result in an action by the child: a correction, a charge in future work or the completion of a challenge. • Yellow highlighting will normally refer directly to the L.O. or success criteria. • Adults must use their judgement as to whether or not errors or misconceptions not related directly to the L.O. or success criteria require highlighting. <u>During a lesson – Live marking</u> • An error can be highlighted which the child will correct with a green pen. • When an adult notices a misconception and intervenes, a yellow dash will indicate where the child's work following the intervention begins. <u>After a lesson – touch up marking</u> • An error can be highlighted which the child will correct in a green pen. • When an adult notices a misconception and intervenes, a yellow dash will indicate where the child's work following the intervention begins. <u>After a lesson – touch-up marking</u> • If an adult notices an error or misconception during touch-up marking, the adult will use a yellow dash and a written comments to give feedback to the child which will result in a correction or the completion of a task. • If a child has not achieved the LO, despite re-shaped learning opportunities, scaffolding and feedback, the letter 'L.O.' should be highlighted in yellow.	• Highlighting whole sections of texts or entire pages. • Highlighting and no improvements.

	The use of 'sp' within a circle indicates that there is a spelling correction to be made by a child in their green pen. Key Points: • This symbol is used for words which the child ought to have spelled correctly. This is a 'quick fix' intervention on a basic error. • If a spelling error is due to a misconception, then yellow highlighting guidance may apply. • In Key Stage 1, the 'sp' will go by the word that needs to be corrected. • In Key Stage 2, the 'sp' will go in the margin. • In Key Stage 2, the teachers are free to choose to write the 'sp' by the word for specific children for whom this would be useful it must be applied consistently.	• Do not cover a piece of work with spelling corrections at the end of a lesson. • Know the child and be strategic.
	The use of a yellow circle is used to indicate an error related to punctuation or capital letters. <u>During a lesson – live marking.</u> • A circle will result in a immediate correction in green pen by the child. <u>After a lesson – touch-up marking</u> • If it is a basic error needing no further feedback, the child must make the correction in green pen at the start of the next lesson and no further feedback is required. • If the error is as a result of a misconception requiring intervention, then a circle will be added at the end of the work followed by written feedback to provide the knowledge needed to make the correction.	• Do not circle errors without providing the feedback needed to make the corrections.
	All work is assumed to be independent unless there is an 's' within a circle. If an activity is guided, the 's' will be at the top of the page on the right. If learning is re-shaped during a lesson to match the child's needs and work becomes supported, the 's' will be placed at the point where the support begins.	
	At times, it may be appropriate to indicate that a section of a piece of work or a particular question has been completed independently. If this is the case, use an 'I' within a circle.	
Recording the use of additional resources.	If appropriate, a child may record additional resources that they used to be successful. If appropriate, an adult may record the resources used to be successful with a pink dash at the end of the work	• There is no need to record the use of resources that were planned to be used.

	followed by language such as 'You used a 100 square'.	
In-depth marking	<u>Key Points:</u> • Following an extended piece of work, adults will want to recognise individual achievements and to signpost next steps. • Achievements can be celebrating using a sentence following a pink dash. • Next steps can be signposted using a sentence following a yellow dash. 'Next time,____' or 'Now,_____' are examples of appropriate ways to begin next step sentences. • One or two of each is appropriate.	• Using more than 3 next steps is not effective. • Adults' sentences must make sense, use correct spelling and grammar and model correct handwriting and presentation.