

At Levens CE School, we strive to ensure all our pupils receive prompt and regular feedback about all aspects of their learning. Constructive feedback focusses on strengths and areas to develop against specified learning objectives. This enables our pupils to become reflective learners, helping them to recognise what they currently do and know; and what they need to do next to make progress. Our marking and feedback ensures teachers and teaching assistants are able to plan for next steps in learning effectively.

The purpose of this policy is to ensure all those involved in leading or supporting teaching and learning have clear guidance on how we provide feedback to children about their work. This policy is therefore relevant to all staff at Levens School, as well as students and supply teachers. Class teachers are responsible for training and overseeing other adults within their class to ensure consistency.

Reference material:

The following documents have been consulted in the formulation of this policy:

- <https://www.gov.uk/guidance/school-workload-reduction-toolkit>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- [Eliminating unnecessary workload around marking \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- <https://assets.publishing.service.gov.uk/media/5a75129f40f0b6360e47322f/Eliminating-unnecessary-workload-around-marking.pdf>

At Levens CE School, we strive to ensure that our feedback, whether written or verbal, is meaningful, manageable and motivating:

Meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can sometimes become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Key Principles of our approach to feedback:

- The sole purpose of feedback is to further children's learning without causing unnecessary additional workload to teachers and teaching assistants;
- Feedback should empower children to take responsibility for improving their own work;
- Written comments are not appropriate or necessary for every child or every piece of work;
- Children regularly receive verbal feedback within the lesson – individually; within a group; and to the whole class;
- The 'next step' is usually the next lesson;
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in all lessons allowing them to make good or better progress;
- New learning is often forgotten, so explicit small steps are taken over time to revisit and embed learning. Evaluation of learning is therefore re-visited at a later date to ensure learning has been secured into long term memory;
- Evidence of feedback is incidental to the process; marking and feedback is not evidence for external verification;

- Children are actively involved in reflecting on their work independently and with their peers. Regular timetabled opportunities to proof-read, edit and re-draft form a valuable part of lessons, particularly in key stage 2;
- Pupils' opportunities to reflect and share their knowledge and understanding of their learning and progress is ongoing;
- Marking and Feedback is designed to provide one of many positive approaches to improving progress and embedding further learning.

Teachers and teaching assistants will:

- provide feedback within every lesson – individually, in small groups and to the whole class;
- ensure written work across the curriculum is reviewed and learning evaluated during and immediately after every lesson;
- provide time in lessons for pupils to review previous work and self-correct or edit. Some pupils may need written comments or adult-support to do this;
- Provide a range of materials to scaffold and support learning for all pupils using a variety of methods – learning walls, prompt sheets, success criteria, modelled examples etc;
- review and adjust planning of teaching and learning within a sequence of lessons in light of marking and feedback;
- ensure learning objectives are explicit, clear, precise and specific;
- involve children in self-marking and peer-marking where appropriate/possible through use of various means including marking ladders, 2 stars and a wish;
- ensure that high standards are upheld consistently and are clearly communicated with all pupils;
- share and celebrate positive examples of pupils' effort and achievements with others – in lessons, Celebration Assemblies, Golden Book etc.

What does marking and feedback look like at our school?

Verbal feedback provided within the lesson to an individual, group or whole class is the most effective to securing improved progress. Self-checking means that errors are identified early and can be corrected within the lesson. This also improves a child's confidence during the lesson, embeds their new-learning and enables further challenge. By checking and improving their own work pupils have the opportunity to deepen their knowledge and understanding as it is much more likely to be stored in long-term memory.

In maths for example, pupils are taught how to do this through a variety of ways including re-calculating using a different method or order of their calculation to check their answer. Prompt sheets and maths learning walls used in every classroom are also provided to support pupils with their calculations and to identify errors in order to self-correct. By internalising the process, the methods are stored in long term memory and scaffolding can be removed.

In English, the teacher will review and evaluate all the pupils' work and create some whole-class feedback on what went well and what requires some improvement. This may include technical accuracy of writing, punctuation and spelling considerations as well as content improvements. Misconceptions are used as specific teaching points and extracts of pupils' work are showcased to support self-evaluation and editing. For example, a child's correct use of inverted commas for speech may support the whole class self-editing their work using their purple pens. Peer feedback is also used in English to enable children to read aloud their writing and give and receive suggestions to improve their work.

Summative Feedback and Marking

This type of marking is associated with closed tasks or exercises where the answer is generally right or wrong. This type of work may be marked by the pupil themselves in groups or as a whole class as well as by the teacher or teaching assistant working with the class or group. If self-marked, all work is checked by the adult leading the learning.

Formative feedback and marking by the class teacher:

On occasions, some pieces of work may require more in-depth marking. Work is marked against specific criteria and comments may be made about what the child has achieved and how they could improve next time. This should be a specific suggestion of improvement that can be measured and commented on in the next piece of work – for example, a specific element of a piece of writing or maths calculation. This is not appropriate or relevant for every piece of work and is only implemented when it is designed to further children's learning.

The focussed improvement comment should be specific to what the child needs to do next to make progress and the adult should ensure the child is supported to achieve and embed this improvement into their work over time.

This type of marking includes:

- **Tickled Pink** – ticks, underlining, circling or comments highlighting specific areas in pink pen to indicate where the child has met the learning objective. This may also indicate a strength specific to a child's progress or attainment.
- **Growing Green** – underlining, dots, circling, comments in green pen identifying where improvements can and should be made either now and/or in future work.

Self and Peer Marking

Children have opportunities to self-evaluate their own work and each-others' work by identifying success and areas for improvement. The teacher may model the marking process using a finished piece of work to support the children in developing their ability to self or pair mark effectively.

To implement this effectively:

- pupils are trained to do this through modelling with the whole class or in small groups;
- expectations are established in class to ensure everyone is respected and supported;
- success is celebrated using the 3:1 improvement ratio;
- pairings are organised carefully;
- dialogue is encouraged between pupils to work collaboratively in order to celebrate and improve each other's work.

Use of symbols in marking and feedback:

Symbols are regularly used throughout the curriculum as shorthand when marking. These are explained to pupils so that they are clear about what they mean and what action, if appropriate, is required. Pupils also use these symbols in their work to show where they have made changes e.g. // to show where they intended to start a new paragraph. See appendix A.

Children's Responses to Marking and Feedback:

Pupils are given designated time to complete actions in response to marking. This may be during 'Morning Task' time or within the lesson.

From Year 2 onwards, children are taught and encouraged to make corrections and respond to prompts using a **purple pen** so that it is clear where editing, improvements and changes have taken place. If appropriate, pupils are discouraged from rubbing out mistakes, but instead are encouraged to write improvements next to or above original answers/writing. Pupils in Year 1 are also encouraged to make corrections and improvements to their work, but these are done in pencil.

It is clear from our analysis of children's work that those pupils who make the most progress do engage well in responding to teacher comments and next steps. As a result, in the upper juniors particularly, the class teacher spends time teaching pupils how to respond to marking through modelling and though the use of buddy-systems in order to develop the skills of those children who need encouragement and support to change, improve and correct their work.

Staff do not re-mark work, but review and evaluate children's editing and corrections. If necessary, the teacher will use this to inform future teaching points and next steps on an individual, group or whole-class context.

Marking of Spelling:

Spellings errors may be identified in written work across all curriculum areas by the classteacher, teaching assistant or peer. Adults use their professional judgement to determine when it is appropriate to identify incorrect spellings in pupils' work and next steps.

Marking in Early Years Foundation Stage:

Children in the Foundation Stage are given immediate oral feedback either individually, as part of a focus group or in a whole class context. Responses to children's learning may involve annotating children's work or be in the form of observations and quotes from the children during their activities which are captured using our floor books and on Tapestry. All evaluations are undertaken to inform planning and identify the next steps needed to support each child's development. Pupils are also encouraged to reflect on what they have done well and talk about what they could do to develop further. This means they learn to evaluate their own learning and progress at the start of their journey through school.

Monitoring and Evaluation:

The headteacher and subject leaders monitor the effectiveness of marking and feedback to ensure that our approach support pupil engagement and progress, as well as every child's capacity to think about their learning and reflect on their progress. We strive to ensure all pupils receive positive, constructive and timely feedback. This is done through observing teaching and learning, book-looks, work scrutiny, interviews with pupils etc.

Policy Review

This policy was reviewed and agreed by all staff: January 2025

Approved by the Curriculum and Staffing Subcommittee: February 2025

Signed: S Bishop

This policy is due for review by January 2027

Appendix A

Symbols used in Feedback

Tickled Pink – ticks, underlining, circling and comments etc denote that learning objective has been met or identifies a specific success.

Growing Green – Action Required! Dots, underlining, circling, comments etc to denote where improvements can be made now and/or in future work.

Polishing Purple – Whenever pupils make changes or improvements to work after it has been marked a purple pen will usually show this.

VF	Verbal Feedback This symbol indicates that feedback has been given verbally. It is often used by a TA to indicate to the classteacher that this pupil received feedback in the lesson.
//	New Paragraph This symbol shows where a new paragraph should have been started. This symbol can be used by pupils when editing and improving too.
^	Missing Word This symbol means that words have been omitted so words have been added above and can be used when editing and improving work.
	A Pink Tick This symbol celebrates success - a correct answer or achieved the learning objective/s.
	Correction Needed A green dot next to an answer shows that something is not quite right and may need correcting or improving.
S I	Support/Independent These letters indicate work has been supported or completed independently. It helps the teacher monitor progress accurately.
 p	Punctuation A circle with a P next to it determines a punctuation mistake that needs correcting.
 sp	Spelling A circle with a sp next to shows a punctuation mistake that needs attention.
	One of three symbols next to the learning objective These indicate the degree to which the learning objective has been achieved.