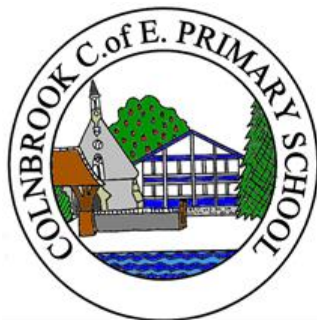


# The Slough and East Berkshire C. of E. Multi Academy Trust Colnbrook C. of E. Primary School



## Feedback and Marking Guidance

Owner:	SLT
Review date:	October 2024
Date to be reviewed:	October 2025

***"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9***

### **Our Vision Statement**

**At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.**

**Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.**

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

## **1. Rationale**

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie and Timperley 2007, Review of Educational Research March 2007, volume 77, No. 1 pp 81-112).

## **2. Aim**

This guidance sets out Colnbrook C. of E. Primary School's approach to feedback and marking, with the aim of ensuring that it is effective. The Senior Leadership Team created this policy alongside staff to ensure it is manageable and has a meaningful impact on children's progress. This guidance was created in line with the school's vision and through marking and feedback we aim to develop children to become 'strong and courageous', to develop resilience and to flourish in their learning.

At Colnbrook C. of E. Primary School, feedback and marking aims to:

- Inform the child what they have done well and what they need to do to improve
- Encourage children and develop self-esteem by demonstrating the value of their work, thought and effort
- Support teacher's assessment of each child which informs planning so that teachers refine the next steps in learning
- Develop consistent processes across the school
- Allow children time to reflect on what they have learnt and to respond to feedback
- Be manageable for teachers and meaningful for children

## **3. Marking and feedback in books**

Marking and feedback can be given in different ways, but all staff must ensure consistency across the school. This ensures expectations remain the same for children throughout the school and that effective feedback is given in all year groups, enabling strong progress to be made. Below are general expectations for marking and feedback in KS1 and KS2.

Written feedback should be carried out in black pen and must be clear, legible and use joined handwriting.

### Highlighters and next steps / growth comments:

- Pink highlighters must be used to identify specific success in relation to the learning objective and/or success criteria.
- Green highlighters must be used to identify an area for improvement – 'green for growth.'
- Highlighters must be used to 'hot mark' English and maths books on a daily basis within lessons. The use of verbal feedback should also be used regularly and be identified in line with the codes in Appendix A.
- Children must be given the opportunity to respond to feedback using a 'purple pen.' Self-correction and editing should become part of a daily routine.
- Children must use a 'purple polishing pen' to edit and improve their work and when responding to marking.

- Staff should write a positive comment next to a 'pink blob' and a meaningful growth comment / next step next to a 'green blob' in line with frequency expectations (see below). The growth comment should relate to the success criteria for the lesson and be derived using Blooms Taxonomy, so that the child can be stretched in their learning. Examples of growth comments can be found in Appendix B.

### Marking Codes

- All work in books should indicate the level of support that has been provided. The marking code in Appendix A outlines the codes that should be used.
- The marking code should be visible to all children in classrooms and be discussed with children so they understand what they mean.

### Spelling

- Each week in English, up to three spelling errors appropriate to age and development of the child should be identified for practise underneath the piece of work.

### Peer marking

- Teachers should give children opportunities for peer feedback which should be given regularly. Children should be taught how to give effective feedback throughout KS1 and KS2, building on skills to support each other.

### Rubbers

- Rubbers are discouraged particularly in maths work unless directed to use one by a Teacher or TA. This enables children to see where mistakes or misconceptions have been made and how they have been addressed and rectified. Crossing out should be made neatly with a pencil and a ruler.

## **4. Frequency of Feedback and Marking**

### English

- Two pieces of work should be 'deep marked' in each text type unit of work (e.g. poetry, letter writing...). This should correspond with a 'deep mark' of a 'warm task' mid-way of a unit and a 'hot task' at the end of a unit.
- The 'deep mark' should include a meaningful growth comment/next step and a positive comment highlighting something the child has done well.

### Maths

- Two pieces of maths work should be 'deep marked' in either a short unit of work or every three weeks (whichever is applicable).
- The 'deep mark' should include a meaningful growth comment/next steps which uses Blooms Taxonomy to extend the child's learning and check their deeper understanding.

### Science

- Two pieces of science work should be 'deep marked' in each taught unit, in a similar way to maths and English.
- For all other subjects, one piece of work should be marked per unit of work.
- Feedback given to children during the 'deep mark' should support the child to understand how they can improve and to inform future planning.

- All learning in books should be marked with a code indicating what level of support the child received.
- Children should always be given a timely opportunity to respond to marking using a 'purple polishing pen.'

## **5. Effective Feedback and Marking Strategies**

Effective feedback enables strong progress to be made, with children understanding what they need to do to improve and teachers having a strong understanding of common areas for development in classes they teach.

When marking and giving feedback, school staff should:

- Give feedback that is relevant to the success criteria and learning question for the lesson.
- Ensure feedback is given in a timely manner
- Provide verbal feedback to children during the lesson
- Ensure comments are concise and that children understand what is written.
- Be specific, accurate and clear.
- Provide guidance on how to improve.
- Marking should inform planning; for example if the whole class have a misconception, then modify planning, rather than feedback to every child.
- Provide opportunities for children to assess or mark other children's work.
- Provide editing opportunities. Children need time to edit their work and should experience scaffolding and modelling of how edits can be made. Editing is most effective when done on a different day to the initial lesson; however, as children become more proficient with the skill they may wish to edit as they write.

## **6. Who Should Give Feedback and Mark?**















Class teachers have overall responsibility for feedback and marking for children in their class. Support staff are encouraged to feedback to children and mark the work of children who they have been working with under the direction of the class teacher. Student teachers should follow the guidance in this policy but the class teacher retains overall responsibility for feedback and marking.

## **7. Monitoring and review**

The Headteacher, Senior Leadership Team and subject leads will conduct regular book scrutinies and will give feedback to teachers, making suggestions for improvement relevant to the year and the child. Whole school issues will be addressed through staff development. This guidance will be reviewed by the Headteacher every two years in consultation with the Senior Leadership Team and school staff.



## Feedback at Colnbrook

Symbol	Meaning
	Teachers are to use a highlighter to evaluate strengths and areas for development in children's work – in all books.
	<b>Pink highlighters</b> to emphasise successes <b>Green highlighters</b> indicate this part could be improved
	<b>Pink 'blob'</b> – a short comment stating something good about the task
	<b>Green 'next stamp'</b> – with a 'growth' comment or next step that the children respond to
	Stamps can be used to either reward the children or challenge their learning further.
	Check the spelling 1x a week in English – identify 3 spellings to practise under their work
	A circle is to be used to address any missing punctuation during lessons
	Class Teacher support
	Verbal feedback given by class teacher / teaching assistant
	Teaching Assistant support
	Learning task completed independently
 Peer assessed	Peer assessed work stamp – either verbal or written feedback – children respond to feedback in purple pen
	Something is missing
	Start a new paragraph



Children respond to feedback in purple pen



Adults to provide feedback in black pen

## Effective Next Step / Growth Comments

Next step or 'growth' comments should be given to children as highlighted in the frequency section of this policy.

Comments should aim to move the children on in their learning and should be linked to the success criteria for the lesson. They should seek to challenge and stretch pupils at their own level, enabling children to succeed while making them think. Comments should be worded to avoid yes/no responses from children and seek to deepen and secure knowledge and understanding and to promote reasoning skills. Teachers should check subsequent pieces of work to ensure the skill they have asked the child to practise or develop is being applied in new learning.

Comments can be given to individuals or groups and, more rarely, to the whole class. Children must be given time to respond to marking using a purple pen.

### **Next Step / Growth Comments are not:**

"Go back and edit your writing" – no support in telling children *what* to edit

"Check for spellings" – generic instructions

"Correct the mistakes you have made today" – generic instruction

### **Next Step / Growth Comments could include:**

#### **English:**

"Explain why you used the word XX in your writing"

"What effect do you think your writing will have on the reader? Why?"

"Rewrite the second paragraph to including a range of adverbs"

"Edit your sentence starters to include a range of fronted adverbials"

"What could improve this sentence?"

"Re-write this sentence using a subordinate clause."

"If you were completing this task again, what would you do differently and why?"

"Write a sentence you could include in your writing using a semi-colon."

#### **Maths:**

"Tell me what you used to help you answer this question"

"There is a mistake in this question. What is it? How do you know?"

"Have a go at this question again. Tell me where you went wrong last time?"

"What pattern did you notice?"

"Find the error in this question. How do you know? What is the correct answer?"

"Create your own question for a friend to answer. Did they make an error?"

"If you were completing this task again, what would you do differently and why?"

"Prove this."

"Which one is wrong? Why"

"Find the missing number."

"Is there another way to find the answer?"

"Which step did you miss?"

"True or false? How do you know?"