



Pencoys Primary School

Feedback and Marking Policy

Date Agreed:	Chair of Governors:	Headteacher:
Date for Review:	Review by:	

At Pencoys school, our aim is to create a culture of effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are most useful. Feedback should be of most benefit to the learner and in this policy, we seek to make the most effective use of teacher and support staff time.

Key Principles

Feedback should:

- Be an integral part of the process of 'live marking' which is evident in all lessons.
- Be a two way process: teachers learn and adapt their teaching from feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Primarily be a verbal process that takes place between teachers and children.
- Include written comments where it is appropriate (e.g. extended pieces of writing)
- Allow time for children to respond to the feedback they receive.
- Be age appropriate.
- Be based upon a thorough understanding of individual children and their learning.
- Ensure all work is seen, accurately marked and acknowledged in order that teachers know children exceptionally well.

The focus of feedback and marking should be to further children's learning. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. Written comments are only used where they are accessible to children according to their age and ability. Feedback is part of our wider assessment processes which aim to provide an appropriate level of challenge to children in all lessons, allowing them to make good progress.

Providing Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. The timing of feedback is categorised into the following stages:

1. **Immediate feedback**
This takes place during lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
2. **Summary feedback**
This takes place at the end of the lesson and is used to acknowledge learning and quickly gauge understanding. This feedback will inform planning and may involve a 'note to self'.
3. **Deep marking**
This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This feedback informs planning for future learning opportunities. It should include a written comment to the child. The 'note to self' will be used to inform next steps for the class, group or individuals.

Written Comments

All recorded work must be 'marked' in some form. Errors will be picked up using 'dot on the spot'. Staff will also be mindful of presentation and handwriting. The use of written comments will be kept to a minimum - time is better spent using feedback to inform future planning. 'VF' will evidence where verbal feedback has been given during 'live marking.' Editing and re-drafting will be expected.







In maths, teachers apply the above but will also model misconceptions / strategies to support learning when necessary.

Maths

- Children record date and learning intention for each lesson, this will be coded by an adult with:
I = Independent **P** = paired **S** = supported **VF** = verbal feedback
- Correct answers are ticked in green.
- Errors are marked in pink - 'Dot on the spot'.
- Any corrections made by the child will be ticked in purple by an adult.
- An adult will green or pink dot the learning intention as a teacher assessment.

English and cross-curricular writing:

- Reception and Year 1 (sometimes Year 2) use marking codes. See below.

Symbol	What it means
	I achieved my objective. I did what I was asked to do.
	I could say what I wanted to write in my sentence.
	I used a capital letter at the start of my sentence.
	I used fingers spaces between my words.
	I used a full stop at the end of the my sentence.
	I used things around me to help me

- These marking codes can be used in success criteria for pupils to self-assess where appropriate.
- Year 2-6 will record date and learning intention at the top of work, the same codes as used in maths will be used (**I**, **P**, **S**, **VF**).
- Codes for spelling and punctuation will include:

Year 1 and Year 2	SP / P in margin for spelling or punctuation error and pink dot next to where the correction is needed.
Year 3 and Year 4	SP / P / G (year 2 to use G too but with pink dot next to error) in margin and pupil must find correct spelling, punctuation or grammar error.
Year 5 and Year 6	A pink dot in the margin for either spelling, punctuation or grammar error and pupils to find and correct.

- Adults marking the work should be mindful of the number of errors required by the child to be corrected.
- There may be some overlap of the methods used in the above year group depending on the stage of the year and the needs of the child.
- All learning intentions in any subject are given a green or pink dot to show the teacher has marked and assessed the piece of work.
- Not all pieces of work will be marked for editing and correction, but any pieces used for assessment will be marked by an adult and edited by the pupil.