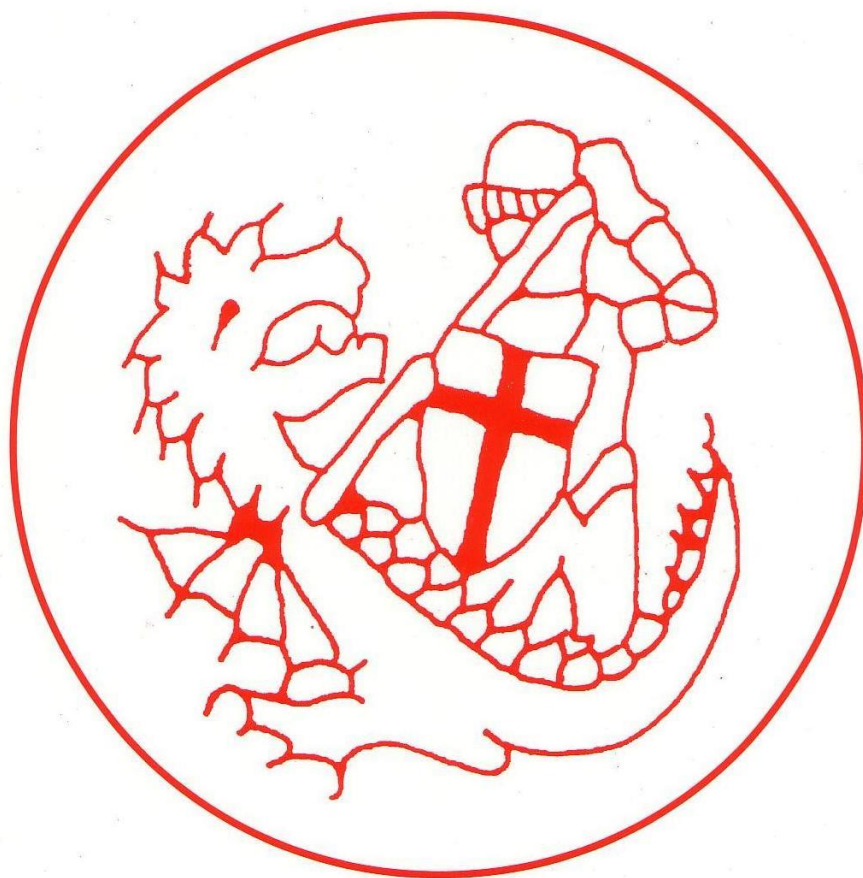


Rumboldswyke

Church of England

Primary School



Part of the Bishop Luffa Learning Partnership

Marking and Feedback Policy

Approved by The Local Governing Body:

Review date: May 2025



Rumboldswyke Church of England Primary School Marking and Feedback Policy



This guidance is underpinned by the evidence of best practise from the Education Endowment Foundation. Their research shows that effective feedback should:

- Redirect or refocus the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell the child when they are wrong.

The sole purpose of any feedback and marking should be to further children's learning. Therefore, our expectation is that feedback will have a direct impact on pupils' outcomes. Effective feedback does not require written comments, therefore not every piece of work will be marked. When used, written comments should be accessible to children according to their age and ability so they are aware of what they have achieved and/or what they need to do next.

Feedback should be delivered as close to the point of teaching as possible, as such, feedback delivered in lessons is more effective than comments provided at a later time or date. Building on the work of the Assessment Commission, feedback is given in three ways (in order of decreasing importance)

Type of Feedback	What it might look like
Immediate feedback	Teacher gathering feedback in lessons from teaching – mini whiteboards, live marking Evidence of marking codes Given by teacher /teaching assistants/peers It takes place in the lesson Verbal feedback for immediate action
Summary feedback at the end of the lesson/task	Use of mini-plenaries, a visualiser or an iPad screen mirrored on the board. Takes place at the end of the lesson Evaluation of the learning – purple pen/editing. Child's voice in their comment to the teacher Evidence of children using marking codes Evidence of self/peer assessment
Review feedback away from the point of teaching Distance marking Written comments	Whole class marking sheets kept by the teacher to adapt future lessons through planning/grouping Takes place away from the point of teaching May involve written comments by the teacher for child to respond to Evidence of marking codes

Written review feedback by a teacher may take on some of the following forms when beneficial and appropriate to the work:

- Where marking code symbols are used, they must be understood by the class. They should be shared with the children.
- Children should go back to their work using purple polishing pens to make corrections or improvements. Teachers do not use purple pen to mark.
- There may be an open question posed specifically related to the learning objective and next steps, or a correct worked through example by the teacher.

Notes

- Teacher's handwriting needs to be fluent and a legible model for the child. Teachers should analyse whether the child is making errors or mistakes. An error is a misunderstanding, a mistake is a where they have missed a punctuation mark where it is clear they know where these should be applied but have omitted it.
- Teachers should focus on identifying key/technical vocabulary used in the work.

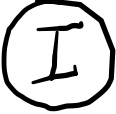



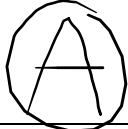
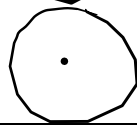



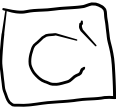



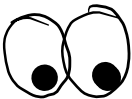








Guidance for self/peer assessment

- Self and peer assessment has a key role to play in marking and feedback. They empower children to take control of their learning. Within most lessons, children should have the opportunity to assess their progress, or that of others.
- Children are trained in how to self and peer assess meaningfully. We develop a culture of purposeful self and peer assessment which celebrates success and collaboratively improves/supports learning.

Maths

In Maths, marking and feedback needs to be concise, and wherever possible, instant. This is so misconceptions and errors can be picked up and addressed on the same day.

Codes for annotating and marking work

	Independent		Self-initiated learning		Supported work
	Work on Seesaw		Capital letters		Full stops
	Finger spaces		Conjunctions		Expanded Noun Phrase
	Contraction apostrophe		Possession apostrophe		Homophone
	Paragraph break		Look again		Handwriting
	Fronted Adverbial		Spelling		Relative Clause
	Subordinating conjunction		parenthesis		Modal verb
	Structure				

Glossary

Conjunctions:

a word used to connect clauses, [and](#), [but](#) [if](#)

Expanded noun Phrase:

Using an adjective to describe a noun e.g. [The ancient, oak tree](#)

Contraction apostrophe:

Words which contain an apostrophe to show omission - [don't](#), [can't](#)

Possession apostrophe:

An apostrophe is used to show possession [Sarah's](#)

Homophone:

Words which sound the same but have a different spelling

Fronted Abverbial:

A word or phrase at the beginning of a sentence which show how, where or when the verb happened [In the early morning](#), George drove...

Relative Clause:	give information about the person or thing e.g. Bob, who was feeling rather miserable , dropped his bag.
Subordinating Conjunction:	a word to connect a main clause to a subordinate clause using a subordinating conjunction such as - although, because
Parenthesis:	a word or phrase inserted into a sentence which is grammatically complete without it. This is punctuated by brackets, commas or dashes.
Modal verb:	used with a verb to show possibility He could/would/should/must do his homework .