



Marking and Feedback Policy

Fairview Community Primary School

Reviewed: January 2025

Review Due: January 2026

Introduction

At Fairview Primary School we strive to help all pupils achieve by showing them that every piece of work they produce is respected and has value.

All feedback we provide should have a positive tone and should provide positive and constructive next step feedback to pupils giving them a clear sense of how they are able to improve.

This feedback will in turn enable pupils to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do. It will also enable teachers to use the assessment to inform their future planning so that lessons and activities are targeted to pupils' needs.

We acknowledge that feedback comes in a variety of forms and should be a regular part of every lesson, bridging gaps in learning, celebrating successes and understanding and extending learning.

Aims of this policy

This policy aims to make explicit how teachers at Fairview Primary School respond to pupils' work and provide feedback.

All members of staff are expected to be familiar with the policy and to apply it consistently.

Fairview has developed an approach to feedback based on the question 'why are we giving this feedback?'

-To motivate the pupil and celebrate success

-To have a positive impact on learning and pupil's progress by;

- Addressing a misunderstanding
- Reinforcing a skill or key piece of information
- Extending a child's understanding or ability to do something

-To inform future planning

-To provide next steps for improvement

-To enable a dialogue between adults and pupils

-To provide consistency across the school.

According to Eliminating unnecessary workload around marking, Report of the Independent Teacher Workload Review Group 2016:

Marking and feedback should: -Be meaningful, manageable and motivating.

Fairview Primary School have given this report due consideration and are mindful of the workload implications of written marking and of the research surrounding effective feedback. As a school, we encourage you to use your professional judgment to decide when the right time is to provide verbal feedback, to surface mark, or when a next step comment is the right approach. It goes without saying

that this judgment needs to be based on what will most positively impact that pupils' progress.

Types of Feedback

Verbal -An assessment tool that all teachers use. This can take the form of questioning, live marking during a lesson or a focused learning time with an individual or group of pupils. Live marking is seen as the most effective and frequent form of feedback. The immediacy and relevance should lead to direct pupil actions and support accelerated progress. Live marking is very difficult to plan for and will be based on accurate and strategic assessment for learning.

Written – on occasion, writing may be formally marked, this may be when pupils have completed formal written assessments. This will be completed on the basis of teacher judgement as to whether this is the most effective way to give feedback.

If a teacher feels written marking is the most effective means of feedback it should give a quick check of how effective the learning has been and should provide opportunities to add depth and breadth or to provide challenge. This should be in the form of an extension activity, asking pupils to return to their work and make improvements or commenting on photographs that have recorded a practical session of learning. The child should respond using a purple polishing pen so it is evident. Pupils may also peer mark work which will be completed in purple polishing pen.

Pieces of work will be celebrated and acknowledged as going above and beyond with items such as stickers from SLT.

How we give feedback

Type	What it looks like
Immediate Usually given Verbally	<ul style="list-style-type: none">• Takes place during a lesson with individuals, groups or the whole class.• Includes formative assessment from the teacher and/or teaching assistant e.g. whiteboard / book work, verbal answers.• Often given verbally to pupils for immediate actions and may re-direct the focus of teaching or the task.• Praises effort and contributions.
Responsive (catch-up) Usually given Verbally	<ul style="list-style-type: none">• Takes place after the lesson or activity with individuals or groups.• Addresses knowledge from the lesson or activity or missing prior knowledge.• Often given verbally with time to rehearse knowledge immediately.
Summary	<ul style="list-style-type: none">• Involves reading/looking at the work of pupils at the end of a lesson or unit.• Identifies key strengths and misconceptions for the class or sub-groups.• Allocates time for editing based on feedback given or rehearsal of knowledge.• May involve some peer support or support from a teacher or teaching assistant.• An element of the child's responses can be recorded in their books to show progress over time.

Expectations Years N and R

-Most learning will be completed practically with observations uploaded to Tapestry.

Most tapestry observations will include the learning taking place and how staff have supported the child to move the learning forward. There will be observations posted detailing achievement or celebrating success.

-Early Years staff will use their professional judgement and knowledge of each individual child to assess learning in the moment and extend children appropriately based on their current ability.

Expectations Year 1-6

-Teachers/Teaching assistants will assess pupil's learning against the learning intention with a coloured flash on the L.I.

-This needs to take place on **ALL** pieces of written learning.

Children can be instructed to do this under teacher direction from Year 3-6

Coloured Green – Pupil has fully understood and demonstrated the learning intention.

L.I left blank – Pupil has made progress towards the learning intention but this hasn't been fully met. If this has been left uncoloured there may need to be a follow up with the pupil to close the gap.

This follow up may be part of a focus group the next lesson, completed on whiteboards or verbally. It does not need to be recorded but there needs to be a speech bubble with an adult's initials added next to the uncoloured L.I to show that this has been addressed and by who.

-Pupil's work should also be coded when this is part of an adult focused group (CT/TA). All other work will have been non supported.

-The L.I should be coloured or annotated **every** lesson either by live marking during the lesson, peer marking or from verbal support/feedback from the teacher or teaching assistant. The corresponding code from our marking scheme should be added.

-There may be times where the teacher feels it is appropriate to add a task for the pupil to complete in order to further their understanding. This may be in the form of an extension task, specific question or piece of feedback.

-Each child should have regular evidence of self-improvement or editing using a purple polishing pen.


-All staff will use a **green** pen in pupil's books when ticking, adding feedback or responding to pupil comments.

-Pupil's will respond to feedback, make amendments and edit their work using a **purple** pen. Peer marking will also be completed using a **purple** pen.



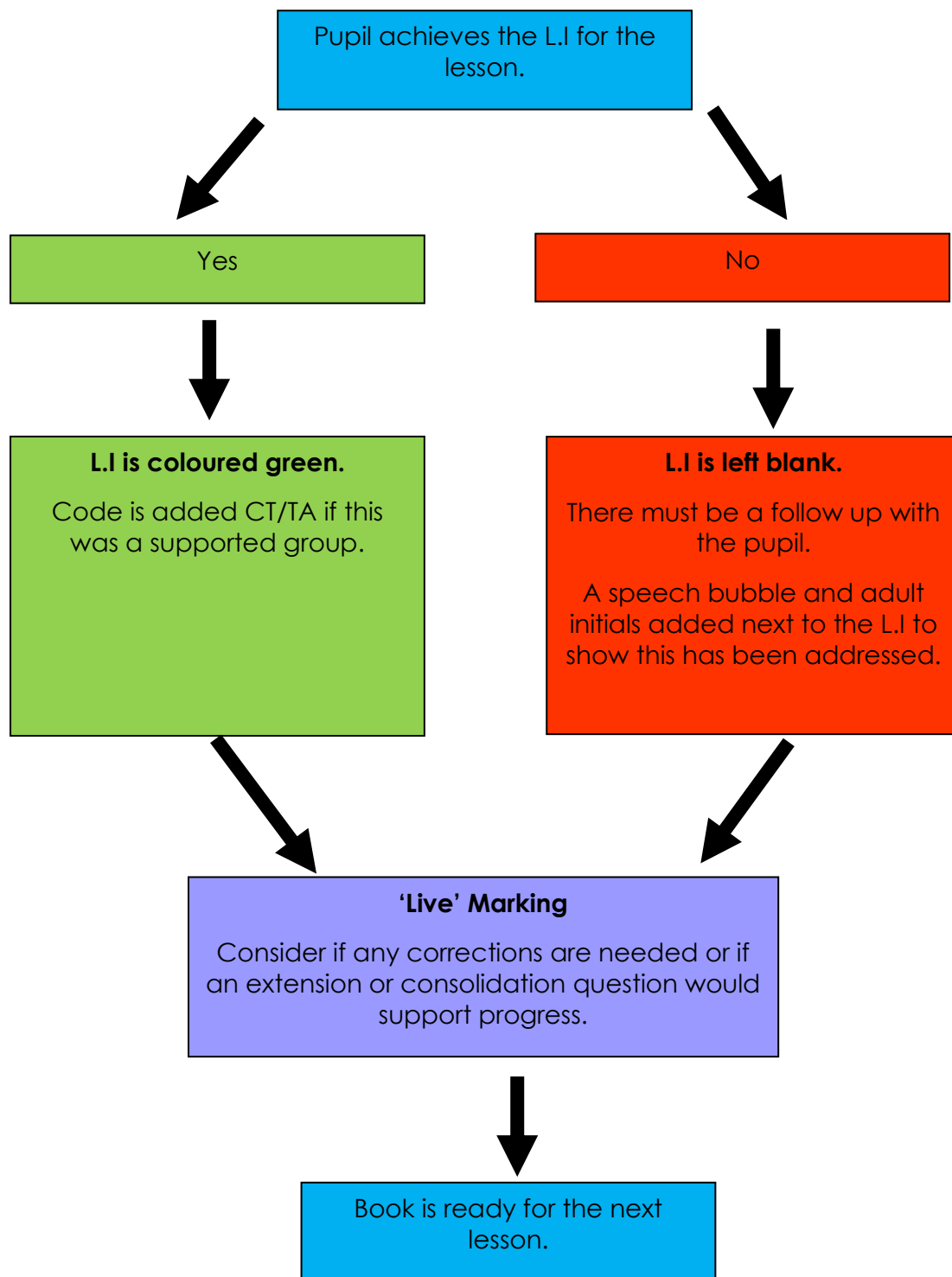
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Marking Codes

CT TA	Adult support from class teacher /Teaching assistant.
^	Word or a letter missing
SP	Check the spelling
//	New paragraph
~~~~~	This doesn't make sense
	An adult has spoken to me or worked with me. (This must be used to follow up where a L.I has not been met)

There should be consistent evidence of purple polishing pens to 'live mark', to address misconceptions and to extend pupils ideas.

## Marking and Feedback flow chart



Books should be viewed after each lesson. There should be evidence that pupils have moved learning forward using purple pens to address mistakes/misconceptions.