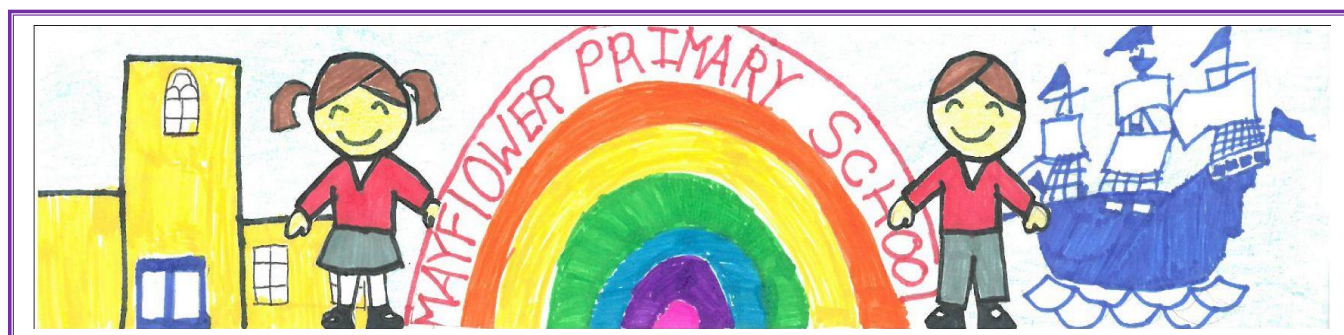
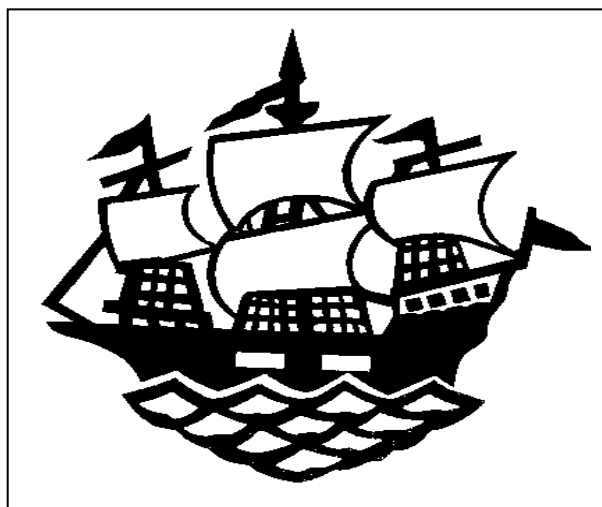


# MAYFLOWER PRIMARY SCHOOL



## FEEDBACK and MARKING POLICY 2024-2025

Due to our involvement in the Mobilise Project (Sheffield Hallam University), the staff at Mayflower Primary School recognise the importance of regular, targeted, and challenging feedback. All of our children need to know how they can improve, and feedback is the primary means by which this is achieved. Every child at Mayflower Primary School has the right to make as much progress as possible, and be taught by staff who possess the energy, skills, and strategies to ensure they reach their full and considerable potential.

<b>Policy Date:</b>	August 2021	<b>Version: 3</b>	
<b>Policy Review Date:</b>	Sept 2026	Head Teacher: Luke Whitney	
<b>Ratified by Governing Body:</b> 02.10.24			
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	

## **MARKING & FEEDBACK POLICY**

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the Feedback and Marking Working Group along with staff consultation, have researched examples of current good practice and developed a marking and feedback policy that we feel has the most impact on children's progress and learning.

**There are 6 recommendations that we have considered which are integral to this policy document.**

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time-efficient, written feedback
- Carefully consider how to use purposeful verbal feedback
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Decisions around methods and timing should be left to a teacher's professional judgement, on the basis that when and how to offer feedback is most appropriately answered by the teacher responding to the particular learning context of an individual pupil.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. Because of the changing nature of feedback and marking this policy will be reviewed annually.

### **KEY PRINCIPLES**

- The sole 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 should only be used where they are accessible to students according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such live feedback delivered in lessons is more effective.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (use of green pens, stamps, stickers and codes)
- Above all, children must understand what they are learning and how this is achieved within the lesson.
- The success criteria will be developed with the children. This can be done in a number of ways:

- Creating success criteria after appropriate modelling from the teacher (for a new topic)
- Children investigating models to create their own success criteria as a whole class
- Through seeing an end product and identifying success.

**Children are given opportunities to compare their work with the learning objective:**

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of WAGOLLS enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

**Children are given opportunities to improve.**

- Teachers mark in green pen
- Children self-correct/edit/mark in purple pen.
- Evidence shows that pupils benefit from marking their own work (Black and William 1998).
- The use of half-termly non-negotiables for proof-reading, editing and marking. The children are aware of these and teachers will model the process explicitly. These need to be displayed clearly on English working walls.

The following information shows examples of what feedback looks like:

**Immediate**

- Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc.
- Takes place in lessons with individuals or small groups
- Often given verbally to pupils for immediate action
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- Some evidence of annotations and use of a marking code
- Mini plenaries

**Summary**

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self- or peer assessment (UKS2) against the question of the session.
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.
- Timetabled pre- and post-teaching based on assessment

These allow for self-assessment and teacher assessment of the objectives given for that unit of work in English, Maths and Science.

## **Feedback for each objective using ‘the traffic lights system’ will be completed at Mayflower in every phase.**

The children will self-assess against the success criteria, question for the session, at the end of the unit of work. Then the teacher will give their assessment using the traffic light system too. If they are not assessed with the same traffic, further evidence/comment/follow up work is needed.

- **RED – Not ready to move on/Not met**
- **Amber/Yellow– needed a prompt/almost met**
- **Green – ready to move on/Met**

### **Review**

- Takes place away from the point of teaching
- May involve written comments/annotations for pupils to read / respond to if appropriate
- Provides teachers with opportunities for assessment of understanding
- Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- Whole class differentiated feedback at the beginning of the next lesson.
- Adaptations to teaching sequences tasks when compared to planning.
- Use of annotations on planning to indicate future groupings.
- KS1 staff will have an AFL folder with objectives and children’s names to record in.

Suitable summative assessment will enable a teacher to monitor pupils’ progress. Where progress is secure, no further evidence is necessary. Where an individual pupil’s progress is a concern, then more detailed monitoring and recording may be justified.

### **Marking Code**

Time-efficient approaches to feedback which manage teacher workload and fulfil the principles of effective feedback may be helpful in minimising the opportunity cost of feedback. These may include:

- coded marking;
- live marking;
- ‘thinking like the teacher’ (where pupils correct mistakes before handing work in); and
- verbal feedback delivered during the lesson.” (EEF 2021)

All adults who work with the children will mark/annotate using a green pen.

Review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the appropriate opportunity. In order for children to know if they have been successful or may require further support the following codes will be used:

AI                    Indicates the child has achieved the learning objective independently

WH                    Indicates the child has achieved the learning objective with some help

- VP Indicates a verbal prompt was needed to achieve the learning objective
- VF Indicates the child has had verbal feedback to then improve
- √ Indicates the child is correct
- .

Indicates the child is incorrect, with an invitation to make the correction

Policy written in consultation with all staff, our Young Consultants. Parents will have access to this via our School's website.

To be reviewed: Autumn Term 2026

**Policy Guidance for the Marking and Assessment of all other Subjects  
excluding Literacy and Numeracy**

**Academic Year 2024-2025**

*Abstract:*

The Feedback and Marking Policy at Mayflower Primary School provides detailed guidance in respect of Literacy and Numeracy. This additional document specifically relates to all other National Curriculum subjects, and is again based on the premises that high-quality, in-lesson feedback has the maximum impact on the effectiveness of pupils' learning overall. It is also recommended that this guidance is read in conjunction with subject policies, the assessment policy, the learning and teaching policy, and also additional guidance that has been published by subject leaders.

*Quality First Teaching (QFT):*

It is expected that targeted feedback will be delivered as part of QFT. As all lessons follow a carefully considered and logical sequence, there will be opportunities for teachers to summarise prior learning, be clear about current learning, and explain how this will inform future learning. Metacognitive techniques will also be used to embed this learning, enabling our children to know more, remember more, and do more across all of the subjects they encounter. These techniques reflect our shared understanding of QFT and will be planned into all lessons, especially the formal teaching components at the beginning (main input) and end (plenary) of each planned session.

*Feedback:*

Feedback can take many forms, but is most effective when it is based on direct pupil response. Teachers will develop a good understanding of how children are engaging with lesson content, adapting their teaching on this basis. In any lesson, children should know how well they are doing and what they need to do to improve. Linking this back to the Question for the Session will provide focus, and Success Criteria can also be used to explain the teaching sequence, inform feedback, and independent pupil self-assessment.

*Pupil Review/Self-Assessment:*

As children move through Mayflower Primary School, they become increasingly skilled at assessing their own work, and improving this on the basis of direct teaching. 'Purple Pens' are used to denote this, and it is expected that children will be able to use and apply these skills across all National Curriculum Subjects. It is best practice for this to be directly linked back to the Question for the Session, and also agreed Success Criteria, empowering children to review their work in a purposeful manner that exemplifies improvement over time.

### *Marking:*

Expansive marking is not expected on the proviso that all of the policy guidance detailed previously has been fully implemented. The work that pupils produce during the lesson needs to be acknowledged, however, in the form of a tick (green pen) and if time allows, guidance can be given in respect of overall pupil improvement. Coding work will also be expected, but only in terms of whether or not it was produced on an independent basis. This is important because independently produced work can directly inform assessment against age-related expectations in all subjects.

### *Annotated Planning:*

As teachers develop their short-term plans, informed by the medium-term plans that subject leaders have produced, annotations will be made that form part of the assessment process, and inform feedback, lesson delivery, and the teaching sequence. It is expected that lessons will be amended to reflect pupil response, and could take the form of additional support, or a greater level of challenge.

### *Assessment:*

Towards the end of any unit, teachers will consider how well pupils have done against age-related expectations. On occasion, additional assessments might also be considered which can be formative, summative, or a combination of both. The purpose of these assessments is to inform data capture, which takes place at the end of each term. Assessments should be planned into the teaching sequence, and will also consider pupil self-assessment, feedback, annotated planning, and marking. All of these strategies will help to build a picture of pupil understanding against the aforementioned age-related expectations.

### *Tracking:*

Assessments, as detailed above, will be uploaded onto subject trackers, and this will reflect age-related expectations in all National Curriculum subjects. Teachers and subject leaders will be able to track pupil progress on a per-pupil or cohort basis, ensuring that units of work can be successfully evaluated, and impact evidenced overall.

### *Review:*

This guidance will be reviewed, in-line with the Feedback and Marking Policy every 2-years. Subject Leaders provide advice as to the specific requirements, and senior leaders will update the addendum to reflect current and effective practice overall.

### *Date of next review:*

August 2026