



Dallimore Primary and Nursery School

Marking and Feedback policy

Introduction

Marking and feedback to children, both written and verbal, are important aspects of assessment. Marking and feedback need to be both effective and efficient in promoting learning. It is essential that marking and feedback are consistent across the school to support children in making good progress with their learning.

Aims:

- To ensure that there is a consistent approach to marking, feedback and presentation throughout school
- To ensure that the marking and feedback that takes place has a positive impact on the progress and attainment of the pupils

Reasons for marking and providing feedback to children

- Helps children to improve their performance
- Involves children in evaluating their own work
- Shows children that we value their efforts
- Make strategic decisions about the next steps children need to make
- Assess and monitor learning whilst allowing children to reflect on their learning
- To identify which children need support or challenge
- To provide teachers with an informed view of a child's performance during a given lesson

Expectations and procedures

Throughout all phases staff should mark in red pen. This is to ensure continuity and so that marking is clearly visible to children.

EYFS

- Verbal praise and feedback are given at the time the learning is taking place and any next steps are communicated verbally
- Stickers/ stamps are given where appropriate
- Teachers and teaching assistants mark the learning carried out by the children in their direct teaching sessions

Key Stage 1 and 2

For the marking of writing, see the writing marking policy.

- Verbal feedback is given to praise and to highlight areas for improvement
- Teachers are encouraged to live mark and feedback during lesson time so that children can make swift and immediate changes in addition to knowing what children have done well
- Children must be given time to reflect upon and respond to improvements or corrections to be made. These may take place during the lesson or at the start of the following lesson depending on the type of feedback given
- Opportunities could be provided for self and peer assessment activities. Children will need guidance on how to effectively self and peer assess
- Whole class feedback can be used regularly as a method to address common errors and misconceptions
- Teachers use retrieval practice where appropriate to review learning and ensure that children are knowing and remembering more
- In arithmetic and maths, children are encouraged to self-mark throughout the lesson with the teacher explicitly modelling how to do this. Teachers and TAs should be actively marking throughout the lesson and checking for understanding. Any issues can then be quickly resolved or misconceptions addressed before the end of the lesson
- During all lessons involving writing, teachers should regularly check for the basic SPAG elements, picking up on spelling errors, missing punctuation or incorrect grammar to maintain high standards for all children
- Generally, spelling errors should be picked up on during lessons or during marking of work where appropriate. Teachers should be selective in the spellings they ask children to correct or work on based on their knowledge of the child
- Teachers and TAs should also focus on handwriting and formation of letters and provide feedback for children if required, giving them additional opportunities to practise
- When providing spellings for children to correct, children in KS2 should be provided with sound buttons and syllable lines

How often should developmental marking/whole class feedback and response from the children take place?

We need to be realistic and balance teachers' workload with the need to provide effective feedback to children.

The expectations for marking and feedback are below:

In Key Stage 1 there should be:

- Regular individual and whole class feedback taking place across the curriculum

- During other lessons and specifically when children write, teachers should provide regular verbal feedback which focuses on the basic end of year writing expectations i.e. application of capital letters, full stops, finger spaces and phonetically plausible spellings
- The writing marking policy outlines the key expectations for the marking of writing specifically

In Key Stage 2 there should be:

- Regular individual and whole class feedback taking place across the curriculum
- Regular verbal feedback/live marking taking place during lessons involving writing which focus on the basic elements of spelling, punctuation and grammar
- The writing marking policy outlines the key expectations for the marking of writing specifically

When should any reflection/ response tasks take place?

The reflection and response should be such that it can be completed in a relatively short time scale so teachers should plan their timetable/ sessions accordingly to allow for this to happen on a regular basis. In maths and writing, this should take place at the start of each lesson or during the lesson as a result of verbal feedback/live marking.

Monitoring

To ensure that effective marking and feedback is taking place, is being responded to and is effective, some monitoring activities will focus specifically on this element of effective teaching and learning.

This includes:

- book scrutiny
- planning/SMART board scrutiny
- discussions with pupils
- drop-ins and learning walks
- Where appropriate, inclusion in appraisal and performance management objectives to provide support and training for specific members of staff

Date of policy: May 2025

Date of next review: May 2026