

*We support you to be confident,  
to be yourself and to follow your dreams,  
to pick yourself up when you are down,  
to take risks and to have fun,  
to keep an open mind,  
to challenge yourself to be the best you can be,  
to be kind to everyone and the world around you.  
We are proud to be a family here at Holme!*



## HOLME JUNIOR & INFANT SCHOOL

**Executive Headteacher: Mr. Damien Bond**

### Marking and Feedback Policy

Document Status			
<b>Date of Next Review</b>	October 2025	Full Governing Body	
<b>Success Criteria for review completion</b>	All docs read and amended as necessary.	<b>Responsibility</b>	Chair of Governors
<b>Date of Policy Creation</b>	September 2024	<b>Name</b>	James Piggott
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed:</b> (Governor responsible)	
October 2024		<b>Signed:</b> (Headteacher)	

### **Aims and Objectives of the Policy**

- To recognise what pupils do well
- To help pupils to improve their learning
- To ensure consistency of practice.

### **Principles of effective feedback - Marking Policy Review Group March 2016**

The principles of effective feedback in this policy take into account the findings published in *'Eliminating Unnecessary Workload Around Marking'* by the Marking Policy Review Group in March 2016, which states that (feedback and) marking should be meaningful, manageable and motivating:

Feedback should be **Meaningful**:

*"Teachers should be clear about what they want pupils to achieve/ learn and the best way for pupils to achieve it."*

Feedback should be **Manageable**:

*"Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers."*

Feedback should be **Motivating**:

*"Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work."*

### **Principles of effective feedback at Holme Junior & Infant School**

Feedback should:

- Be specific and relate to learning intentions and success criteria which have been shared with the children
- Involve children in the marking process, both as self-markers and in peer marking.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Inform future learning.
- Use consistent codes throughout school.
- Be easily understood by the child.
- Be manageable for staff.

At Holme Junior & Infant School, we believe that feedback is most effective when it is immediate and addresses misconceptions during lesson. In addition to immediate feedback, staff may also use summary feedback (at the end of a lesson / task) and review feedback (away from the lesson) if this is more appropriate for improving pupils' learning.

### Assessment for Learning

Staff use Assessment for Learning strategies (such as questioning, group and peer, self and peer assessment) to inform them of pupils' learning and to provide feedback to improve learning. The types of feedback used at Holme incorporate Assessment for Learning strategies.

### Examples of Strategies for effective feedback

Type of Feedback	What it looks like	Evidence (for monitoring)
Immediate – during the lesson (at the point of learning/teaching)	<ul style="list-style-type: none"> <li>• Takes place during the whole class session</li> <li>• Takes place in lessons alongside individuals or small guided groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a Teaching Assistant to provide support or further challenge (same day intervention)</li> <li>• May re-direct the focus or teaching or the task</li> <li>• May include highlighting / annotating according to agreed marking codes (marking alongside pupil)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Some evidence of marking according to agreed marking codes</li> <li>• Improvements evident in books, either through editing or further learning to address gaps</li> </ul>
Summary - at the end of a lesson/task	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole classes or groups</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer assessment against success criteria (often using marking grid)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations / learning walks</li> <li>• Evidence of self or peer assessment (such as marking grids)</li> <li>• Annotations on planning</li> </ul>
Review – away from the lesson	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments / annotations for pupil to read / respond to</li> <li>• Leads to adaptation of future lessons through planning or grouping</li> <li>• May include 'next steps' for the pupils to respond to</li> </ul>	<ul style="list-style-type: none"> <li>• May include written comments and / or evidence of marking according to agreed marking codes</li> <li>• May include 'next steps' or 'close the gap' comments</li> <li>• May include pupils' written responses / editing</li> <li>• Annotations on planning</li> </ul>

## **Feedback in English and other written work:**

Non-negotiables:

### **1. Date**

- KS1 – work towards writing the written date by the end of Year 2.
- KS2 – written date at the top of each piece of work.

### **2. Learning Objective**

- At the top of each piece of work underneath the date: 'To....)
- Focus of L.O must be clear and concise.
- LO's to be highlighted to inform if children have met LO (green) WTS LO (orange) GDS (blue)

### **3. Neat presentation**

- KS1 – Sharp pencil – focus on correct pencil grip.
- KS2 – sharp pencil / handwriting pen at discretion of teacher.
- Joined up writing (beginning in Year 2 and 3, consistent use in Year 4, 5 and 6.)

### **4. Correcting Spelling Mistakes**

- Up to 3 spellings to practise
- KS1 – focus on high frequency / tricky words
- KS2 – focus on personal list of spelling errors

### **5. Letter Formation**

- Correct letter formation

### **6. Written Feedback:**

- Must be specific and relate to the LO.
- Must be easily read and understood by the child using agreed marking codes
- Children must be given time to respond to next steps / spellings / letter formation

### **7. Purple Pen**

- Children use a purple pen / highlighter for editing and improving work

### **8. Blue Pen**

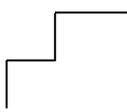
- Teachers and TA's to mark in blue pens.

## Feedback in Maths:

Non-negotiables:

- **Date**
  - KS1 – work towards number date at top of each piece of work by end of Year 1.
  - KS2 – number date at top of each piece of work.
- **Learning Objective**
  - L.O. the top of each piece of work underneath the date.
  - Focus of L.O. must be clear and concise relating to small step.
  - LO's to be highlighted to inform if children have met LO (green) WTS LO (orange) GDS (blue)
- **Neat presentation**
  - KS1 - Sharp pencil – focus on correct pencil grip.
  - KS2 – sharp pencil.
- **Number Formation**
  - Correct number formation
- **Feedback:**
  - ✓ indicates what pupils has done well
  - C or  indicates an error
- **Purple Pen**
  - Children use a purple pen / highlighter for self-marking, editing and improving work
- **Blue Pen**
  - Teachers and TA's to mark in blue pen.

### Appendix 1: Symbols for Marking

✓	Successful aspect of work
	Step needed to improve work
○ (KS1) P (KS2)	.? , ! “” ... ’::; ( )
CL (in a circle)	Capital Letter
Sp	Spelling to correct
^	Missing word
//	New Paragraph

### Appendix 2 - Additional feedback which may be used in books:

- *Dojo/monster points*
- *Indication of whether work is independent / supported.*

### Appendix 3 - Useful assessment for learning comments may be used such as:

- A **reminder** prompt (e.g. 'What else could you say here?')
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he ....', 'Can you describe the expression on the dog's face?').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran around in circles looking for the rabbit/The dog couldn't believe his eyes').

## Appendix 4 – EEF Teacher Feedback to Improve Pupil Learning – Summary of Recommendations

