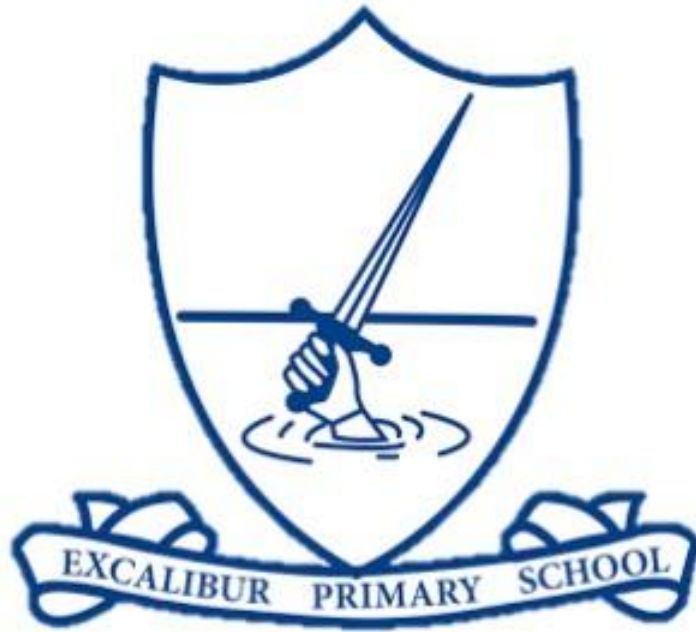# Excalibur Primary School

Marking and Feedback Policy

The Marking and Feedback Policy in respect of Excalibur Primary School has been discussed and adopted by the Governing Body,

Chair of Governors   *Ian White*

Headteacher: *Juliet Jones*

Ratified at the meeting of
Full Governing Body: *Sept 2025*

To be reviewed: *Sept 2026*

<u>**Context**</u>
This policy needs is to be used in conjunction with the following:

➢ Assessment Policy

<u>**Contents**</u>
1. Effective Feedback Introduction
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" The most powerful single modification that enhances achievement is feedback.
The simplest prescription for improving education must be 'dollops of feedback"

Professor John Hattie (Influences on Student Learning)

1. Effective Feedback Introduction

At Excalibur Primary School, we want all children to achieve their full potential and develop positive attitudes to their learning. We recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and apply it consistently.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:
➢ Redirect or refocus either 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 students when they are wrong.
➢ Alert the teacher to misconceptions so that the teacher can address these in subsequent lessons.
Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching

Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

2. Key Aims
This policy aims to ensure that marking and feedback:
➢ Informs children about what they have done well and highlights areas of improvement.
➢ Supports children's confidence in learning, contributing to accelerated learning.
➢ Supports teachers' assessment knowledge for each child, to plan and establish effective next steps in their academic progression.
➢ Creates a culture of quality feedback between staff, children and their peers
➢ Develops reliable processes in the school which equally balance the need to provide marking and feedback and, where it is appropriate, to provide it.

3. Key Principles
Our policy on marking and feedback has at its core a number of principles:
➢ The sole focus of marking and feedback should be to further the children's learning;
➢ Evidence of marking and feedback is incidental to the process; we do not provide additional evidence for external verification;
➢ Marking and feedback will always be constructive and sensitive;
➢ Written comments should only be used where they are accessible to the students according to age and ability;
➢ Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
➢ Feedback is provided to children as part of assessment processes in the classroom and takes many forms other than written comments;
➢ Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress;
➢ Marking and feedback should empower children to take responsibility for improving their own work.
➢ All children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
➢ Children should receive feedback either within the lesson itself or in the next appropriate lesson.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

4. Approaches for Marking and Feedback

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.
Feedback occurs at one of the three common stages in the learning process:
1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task

3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger children. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Excalibur Primary School, we use a range of approaches for giving effective feedback and for marking.

4.1 Verbal Feedback

As a school, we place considerable emphasis on the provision of immediate feedback. Feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger children. It can be given instantly, motivating the children and stimulating their learning experience.

Where verbal feedback is used, this will be indicated through the teacher writing VF neatly in the margin.

4.2 Closed Exercise Marking

Children marking their own work whilst the teacher goes through the answers and processes orally can be extremely useful, particularly in a maths activity. It is better for a child to complete fewer questions but learn more about the skill or concept during whole-class marking, than to spend time doing more questions wrongly. It also allows the teacher to rectify any misconceptions before they become embedded.

4.3 Acknowledgement Marking

This is a courtesy look at a child's work and may include a tick or a stamp. It implies that some dialogue has taken place during the lesson, which has had an impact on learning. The acknowledgment simply informs that the work has been dealt with individually, in a group or whole class setting.

4.4 Self-Assessment

We want to involve children as far as possible in the analysis and constructive criticism of their work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. In adopting this strategy, we will:
- Help children to reflect on their own work.
- Support children to identify areas for development without risk to self-esteem.
- Give children time to work problems out.
- Help children to understand the criteria/standards that will be used to assess their work.
- Empower children to make judgements about their work in relation to success criteria.

4.5 Peer-Assessment

Peer assessment gives the children the opportunity to explore each other's work and allows them to see different ways of tackling the same problem. In this way, children are able to develop their own repertoire and learn new and more efficient strategies.

4.6 Shared/ Whole class Marking
This strategy enables children to share each other's work and enables the teacher to model their marking process. Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas.

It should be noted that in points 4.2 to 4.6 teachers should indicate that they have read and evaluated both children's work and any subsequent comments made by peers.

4.7 Formative marking
Quality written feedback is given with the focus relating to the learning intentions, success criteria, personal targets and improvement needs. A positive comment should always be included to ensure that the child's work is valued - "Tickled Pink", and alongside this, a comment on an aspect of their work that could be improved – "Green for Growth". The improvement comment should help the child to close the gap between what they have already achieved and what they could have achieved.

In the case of groups of children having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

When work has been marked, time will be given for children to read and make some improvement based on the improvement suggestion – Fix it time. In order for the marking to be formative, the information must be used and acted on by the children and teacher.

5.Quality Questioning
During lessons and in written feedback, where necessary, teachers should consider the quality of questioning. Teachers must refer to Blooms Taxonomy and achieve a consistent balance of questions that retrieve facts and knowledge to those that deepen thinking, analyse, evaluate and aid creativity. This approach should be consistent across the school.

Blooms Taxonomy
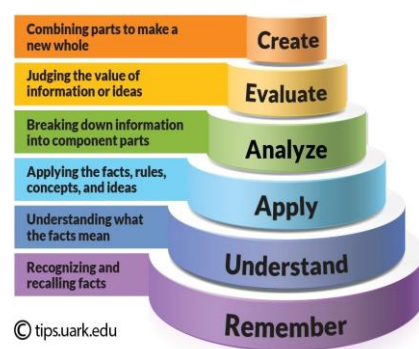
Teachers should try to use higher order categories of questioning to model and develop progressively more complex thinking, promoting links with other learning and across subjects, developing judgement focused thinking. These questions require much more 'brain power' and increase the expectation for more extensive and elaborate answers. They also promote a form of thinking that will address more complex ideas consistent

with examination questions. Teachers should use Bloom's Taxonomy to help them plan learning experiences, pre-planning suitable questions and lessons in the language that shifts the focus to higher levels.

6. Practice
AT EXCALIBUR PRIMARY SCHOOL WE:
- Ensure written responses are neat and legible so that they are clear for children to read and understand.
- Use the Excalibur marking code to identify secretarial errors that need to be corrected. Where appropriate, code should be placed in the margins in order for children to identify corrections independently. If children require more support to identify errors, a neat green line underneath the word/phrase/sentence should identify areas for correction.
- Give children sufficient time to read and respond to the comments.
- Use "purple pen of progress" for children to edit and improve their own work.
- Ensure the learning objectives and success criteria are shared and modelled at the start of every lesson and are clear within the children's written work.
- Seek opportunities for children to demonstrate their success to others in all areas of the curriculum e.g. in PE, asking children to demonstrate a sequence of movements, a skill or part of a dance. In music, asking a child to perform individually to the rest of the group.
- Identify where extended writing has been supported - S

7. Self-Reflection
A significant aim of marking and feedback is to ensure that children are able to identify how they can improve their work or further their learning. At the end of most English and maths lessons, the children write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. In Key Stage 2, sentence stems provided by the teachers can support these reflections. In KS2 Maths, the children usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers look at these books every day.

8. Target Setting
The teachers and children work together to set appropriate targets.
In Maths, targets for the children are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, place value and standard written methods.
In Writing, targets are based on the key spelling, punctuation and grammar rules for each stage of learning as well as key sentence level skills.
There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both children and teachers, and updated when they are achieved. Targets should not remain for a long period but take account of a child's need and progress so that they are achievable.

9. Procedures for the standardised setting out and presentation of work

End of EYFS/Start of year 1
- Children should work in books for subjects taught.
- Children should be taught to write the date on each piece of work
- On entry to school and in line with their physical development, children are taught to hold a pencil correctly. The children in EYFS/KS1 should use a pencil or other mark making materials to complete tasks. Pencils should be sharpened regularly to allow clear presentation of work
- Erasers will be provided to allow children to self-correct as appropriate

By the end of KS1
- The full date must be used in all subjects except mathematics where the short, number date should be written.
- The title should be included on all pieces of work
- The date and title should be underlined with a ruler (DUMTUMS)
- Whilst we make minimal use of worksheets to encourage independent writing skills, the same standard of presentation is expected on worksheets as in exercise books.

By the end of KS2
- The above criteria should be reinforced throughout Key Stage 2, encouraging children to continue the good practice taught previously.
- The use of worksheets should be strictly limited to encourage independent writing skills.
- Leave four lines after the last piece of work before starting a new piece.
- On entry to Key Stage 2, children will still be working in pencil. As children's handwriting and presentation skills develop, they will be expected to use blue handwriting pens – through acquiring a pen licence. If children make an error, they should be taught to cross out using one ruled line.

Monitoring and review
The Headteacher and SLT are responsible for monitoring the implementation of this policy.