



# St. Paul's Dorking

## Church of England Primary School

### Marking and feedback policy and procedures.

Update: January 2025

Review: January 2027

#### Introduction

At St Paul's School we believe that for our vision of 'Inspiring learning, Nurturing wholeness' to be realised, timely, succinct and appropriate feedback is key. We believe that children need both positive affirmation as well as collaborative guidance that helps them to understand what their next steps are. This policy has been written in light of current research and guidance with regard to feedback, recognising that when it is done well, this is the most effective methods for improving outcomes for pupils (Education Endowment Foundation 2018).

#### **Marking & Feedback Policy**

Marking and feedback is an important and valued part of Assessment for Learning and is used as a tool to improve teaching and learning.

#### **Aims**

- Pupils are aware of what they need to do to progress.
- Time for editing and reflection is **prioritised by teachers.**

#### **The Importance of Oral Feedback**

Oral feedback should be the first tool that teachers use as a way of improving children's learning; research shows that this is the most effective type of feedback.

We use formative assessment to understand the children's needs. This allows teachers to provide feedback during or after the lesson – ensuring it is specific to their learning needs\*. Feedback can be given during or after the lesson BUT should be **oral** and **specific\***. As per our High Quality Teaching framework (previously known as Quality First Teaching *or* QFT), we carefully consider the seating position of children, which means that teachers are able to easily prioritise which children they give feedback to.

# High Quality Teaching Expectations

informed by the EEF 5 A Day Approach



Classroom displays and working walls are used effectively and interactively.

Visual timetable supports daily routine.

Overlays, wobble cushions and other tactile resources are deployed by need.

To avoid cognitive overload, content is taught in manageable steps with learners regularly asked to retrieve content.

Access to appropriate IT equipment or physical resources e.g. Dienes, numberlines is given to scaffold learning where relevant. Use visualiser or whiteboard to model examples.

Visuals, taskboards are used to give clear instructions to groups of children or individuals.

Inputs have clear, succinct modelling ('I do, We do, You do'), explanations or questions that are delivered against a specific learning objective or question. Their duration is adjusted to suit the age range and they are sometimes split to enable targeting of specific learner groups.

Teachers regularly check in with learners using verbal feedback and learning is facilitated via a well planned seating arrangement, that allows teachers to engage with specific individuals or groups, particularly SEND, PP, EAL or off-track children.

Planning and groupings are flexible and responsive. Teachers use guided groups to support learners.

The learning and questioning is adapted across the curriculum with appropriate levels of challenge, so that it meets the needs of all children. Where appropriate supportive, tools such as partially completed models or writing frames are provided to scaffold the learning.

Vocabulary is shared and made explicit using examples and non-examples. It is revisited so that words are remembered. Word banks or appropriate scaffolds are provided to support the learning. Scaffolds may be visual (images or models), verbal or written (writing frame).

Teachers have or strive to have a good understanding of the subject they are teaching and are prepared to adapt their practice and seek out new knowledge where appropriate.

## Rosenshine's 10 principles of instruction are:

- Begin each lesson with a short review of prior learning.
- Present new material in small steps, followed by learner practice.
- Ask questions and check for learners' responses.
- Provide models and examples.
- Guide student practice activities.
- Monitor student comprehension.
- Aim for a high success rate.
- Scaffold difficult tasks.
- Provide independent practice.
- Engage students in weekly and monthly reviews

'\*Specificity of feedback is a key determinant of its impact on performance'. \* EEF Marking Review, April 2016

## Marking in English

Using a learning objective, which is communicated to children at the start of lessons, teachers mark and give feedback against the identified Success Criteria and use this to focus attention on the key ideas. Teachers may also give feedback against other common errors that are specific to the ongoing learning needs of a child.

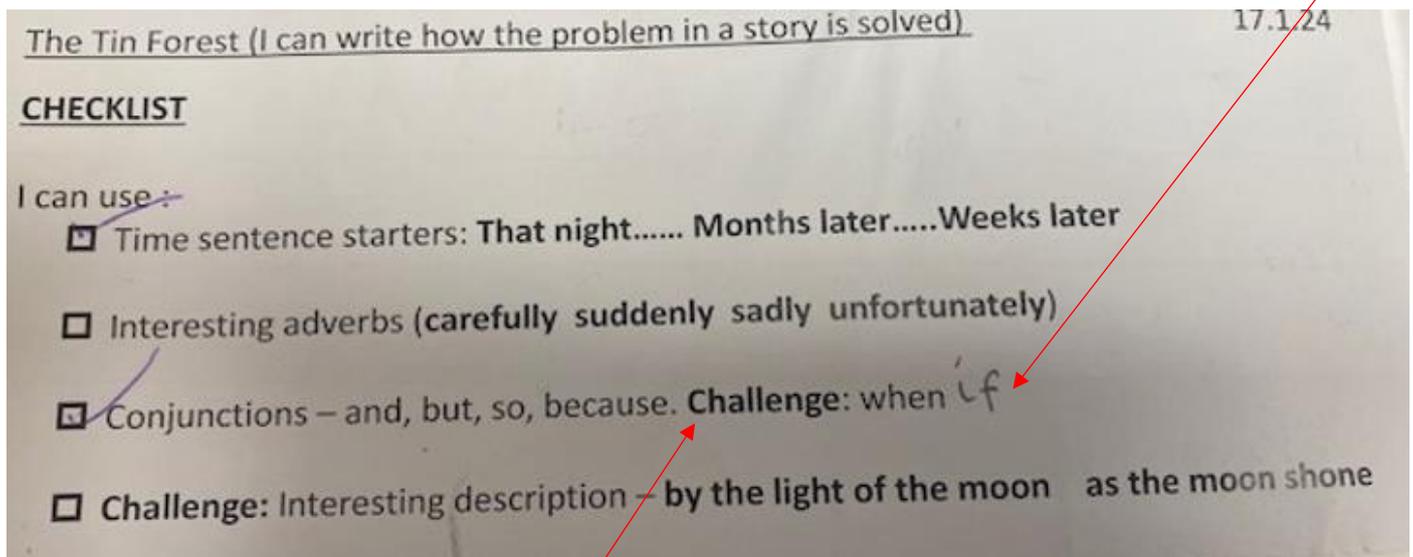
We believe it is vital that children have a planned opportunity to reflect on their learning and therefore it is expected that teachers are planning in opportunities to respond to feedback. All *teacher* marking is completed in **green pen** and children use a **purple pen** to edit and improve their learning.

## Success Criteria

The Success Criteria should scaffold the learning of the children during the 'imitation phase' of the learning (when the children are working more closely with the teacher). The teacher should be referring to this when teaching; the children then use this to remind them of what to include in their writing, ticking the parts that they have successfully completed with a purple pen.

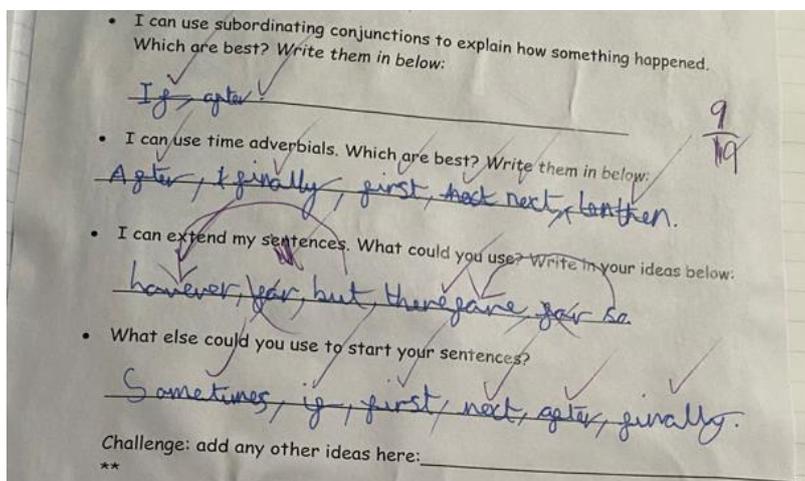
This method of self-evaluation can be introduced in year 1, with this becoming widespread practice from year 2 upwards. Teachers may also wish to tick the parts of the SC that children have met.

Example of child ticking their SC with a **purple pen**. They should also be encouraged to add their own ideas.



Success Criteria should have a challenge.

As the learning progresses and the children move to more independent writing (the 'innovation phase'), children can be provided with a scaled-back version, which they complete themselves, using what they remembered from their previous learning:

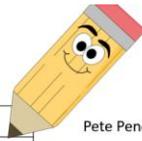


Sometimes during the innovation phase, the teacher may choose not to give the children a Success Criteria in order to assess what they have remembered.

Each year group also has a set of 'Writing Essentials' or non-negotiables to remind children of basic expectations.

## Our Writing Essentials

Year R



Pete Pencil

### We must remember to:

Hold our pencil correctly.



Say out loud what we are going to write.



## Our Writing Essentials

Year 1



Pete Pencil

### We must remember to:

Read our work out loud to check it.

Use capital letters and full stops. A .

Use finger spaces.

Use our phonics to segment.



## Our Writing Essentials

Year 2



Pete Pencil

### We must remember to:

Read our work out loud to check it using Karate Grammar.

Use full stops and capital letters for people's names, the start of sentences and when using I.

I went down the road NOT i went down the road

Use our phonics to segment.

Use neat handwriting at all times.

## Our Writing Essentials

Years 3 and 4

<b>We must remember to:</b>
Read our work out loud to check it using Karate Grammar.
Use capital letters and full stops accurately.
Use neat, joined handwriting at all times.
Use commas for: <ul style="list-style-type: none"> <li>• Lists</li> <li>• Fronted adverbials</li> </ul>
Use different ways to spell words correctly: <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Write the word out twice and see which one looks correct</li> </ul>



## Our Writing Essentials

Years 5 and 6

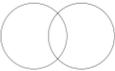
<b>We must remember to:</b>
Read our work out loud to check it using Karate Grammar.
Use punctuation accurately.
Use neat, joined handwriting at all times using a blue handwriting pen.
Use commas for: <ul style="list-style-type: none"> <li>• Lists</li> <li>• Fronted adverbials</li> <li>• Main and subordinate clauses.</li> </ul>
Use inverted commas to show direct speech.
Use different ways to spell words correctly: <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Write the word out twice and see which one looks correct</li> </ul>



### What does specific feedback look like?

Verbal feedback is best, but teachers can also indicate next steps in books.

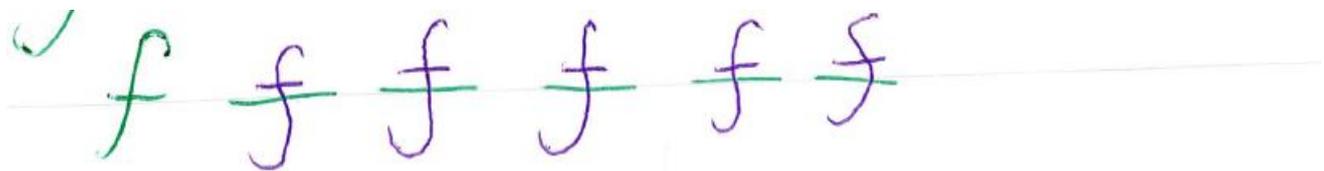
In **KS2** this can be done using the following symbols

	Missing full stop in this line.
	Missing comma in this line.
<b>Sp</b> (or the word may be circled, depending on the child/word)	Spelling mistake in this line.  <i>Or the teacher may write the word in the margin.</i>
VF	The teacher spoke to you (this is called verbal feedback or VF) and you improved your learning in the lesson.
	Join with a conjunction.

Upper KS2 can also use these:

t	Change the tense
^	Word missing
[]	Edit this section
//	New paragraph needed
↑	Improve your vocabulary choice

**Handwriting** – children may be asked to practise letter formation. Example:



**Punctuation** – in EYFS and KS1 the teacher will give the child specific feedback around this and ask them to edit their writing, adding in missing in full stops and capital letters.

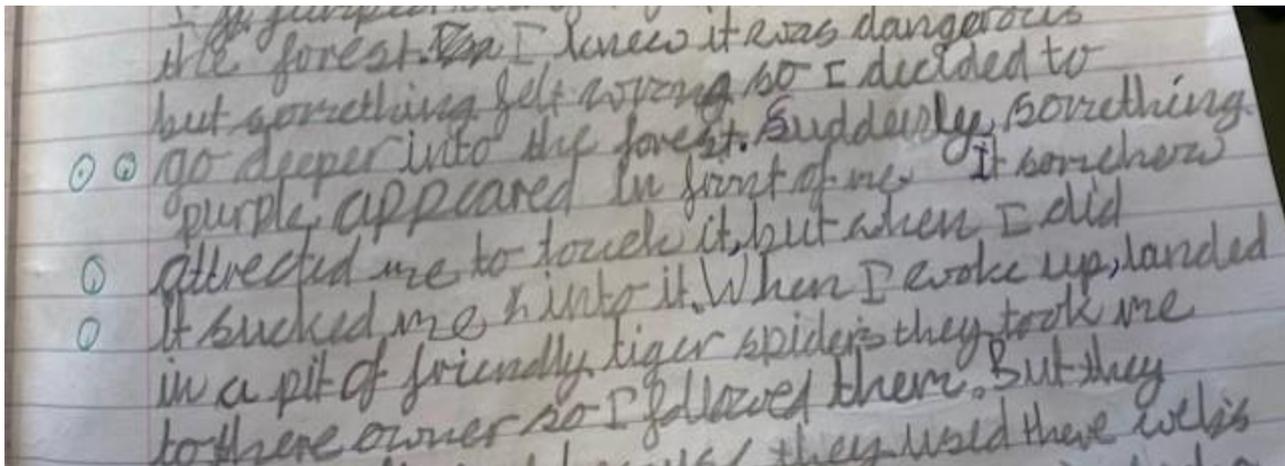
In KS2 where punctuation has been missed out, verbal feedback should be prioritised, but where this is not possible, a circled full stop or comma can be written in the margin. (See above and previous page).

Children may use this as a guide to putting in the missing punctuation in purple pen.

EXAMPLE:

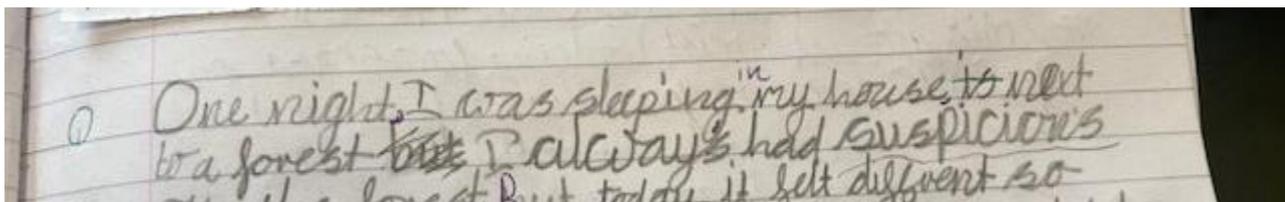
This shows how the teacher has indicated a missing full stop and how the child has self-corrected with a purple pen.

	Missing full stop in this line.
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A similar example for a missing comma – again, the child has self-corrected.

	Missing comma in this line.
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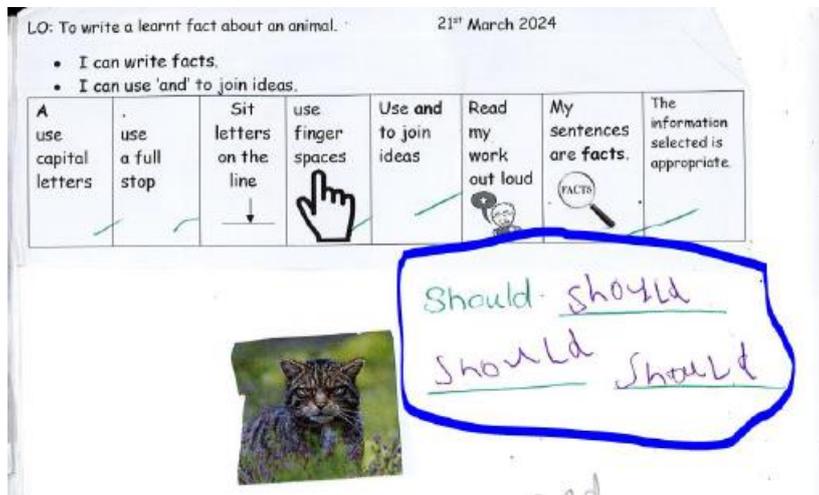


## Spellings

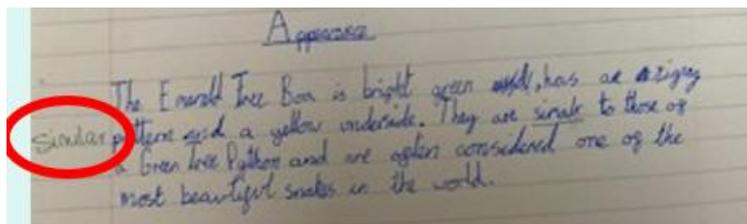
Incorrect spellings are written out in the child's book by the teacher.

A maximum of **3 words** should be corrected in any single piece of learning.

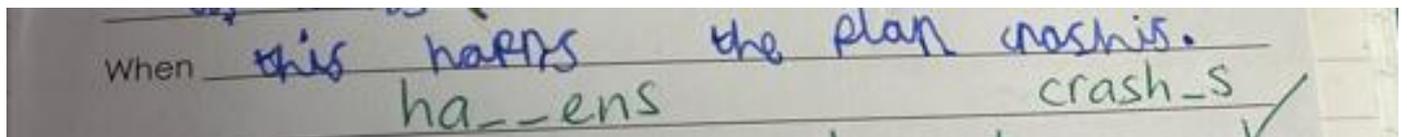
In KS1 the child will be asked to copy out the word again (a minimum of three times).



In KS2 they should be written in the margin on the line where the incorrect spelling is.



To scaffold the learning, the teacher may ask children to complete the missing letters using a scaffold:



In KS2 the children will copy the word from their learning into their Spelling Book.

In KS2 children are asked to copy out the word 5 times a day to help them remember it. We call this our '5 A Day Spelling' practice.

There is a helpful PPT in here for OTTER time that teachers can use as a reminder.

C > Shared (S:) > Staffroom > SUBJECTS inc SUBJECT LEADERS > English > Reading > OTTER

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## Marking in Maths and Foundation Subjects

In Maths or Foundation Subjects the teacher uses the answer sheet to mark with the children.

A child's learning or the marksheet is shown under the visualiser to help this process. Children mark in purple pen and then the teacher will review their learning using a green pen. During this marking time, the teacher will identify next steps in the sequence of learning. The teacher may choose to give further feedback outside of the lesson or as part of the next lesson.

In Foundation Subjects where there is no marksheet, the teacher will review the learning and acknowledge this with a green tick. As with Maths, the teacher will identify the next steps for the learning when marking as well as during the lesson itself.

## Spellings in Maths and Foundation Subjects

This is a very similar process to English.

Incorrect spellings of *subject specific words* are written out in the child's book by the teacher.

A maximum of **3 words** should be corrected in any single piece of learning.

In KS1 the child will be asked to copy out the word again three times.

In KS2 the children will copy the word from their learning into their Spelling Book and practise during their '5 A Day' spelling time.

### Further links:

See Curriculum Policy



## What should I prioritise when marking and feeding back to children?

### **Sentence starters**

Children should be using a range of *different* age-appropriate sentence starters.

Encourage them to use their Success Criteria to help them do this.

*See also progression in writing doc*

**In KS2 prioritise the use of subordinating conjunctions.**

**Lower KS2** – also teach/revise pronouns to help with this.

**See *Progression in Writing document for more details.***

Shared (S) > Staffroom > SUBJECTS inc SUBJECT LEADERS > English > Writing > Writing progression >

### **Punctuation**

Use the **marking policy** to help children identify missing punctuation, prioritising full stops and capital letters.

Teach children how to punctuate using Karate Punctuation.

Shared (S) > Staffroom > SUBJECTS inc SUBJECT LEADERS > English > Writing > Full stops and capitals > Karate Punctuation

### **Spelling**

In KS2 corrected spellings should be written in the margin for children to write in their spelling book. In KS1 children should write out the corrected spelling 3 times.

### **Handwriting**

*Practise incorrectly formed letters, providing scaffolds where appropriate.*

*Ask the child to rewrite a word or sentence in their best handwriting and use this a benchmark for them to refer to.*