

Marking and Feedback Best Practice Guidance – November 2024

*Providing feedback is well-evidenced as having a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
(Education Endowment Fund)*

Children's work will be acknowledged in different ways, in different phases and in different subjects. Broadly, phases are in line with one another, so that children know what feedback to expect as they move through the school. This document explains in further detail the strategies that our teaching staff use to offer meaningful feedback and move learners' understanding forward.

EYFS:

Feedback is shared verbally with the child at the point of the teaching and learning. As well as this, information is shared with parents and carers via Early Essence, reports and parents' evening meetings. Our EYFS team will discuss targets and children's next steps regularly and ensure the provision responds to the children's needs.

Key Stage 1:

Subject	Possible Strategies
Maths	<p>Live marking as teacher circulates during the lesson. Misconceptions addressed verbally to individuals and/or groups by teacher and TA. Some marks may be seen in books as teacher model or scaffold; some corrections will be seen made by the children themselves as they respond to the feedback.</p> <p>Whole class feedback grids are completed in order to be responsive to the pupils' as a whole at the start of the next lesson. A sample of books are taken in for review, ensuring that each book will be looked at away from the lesson at least once a week. The names of the children will be recorded on the feedback grid in order to track whose books have been looked at; teachers will record achievement against the learning intention (LI) with a partially or fully formed triangle in these books/sheets.</p>
Reading GPVS	<p>Phonics (Y1 and some Y2 children): All feedback during phonics is verbal and immediate. Children correct any mistakes there and then.</p> <p>Year 2: Live marking as teacher circulates during the lesson. Misconceptions are addressed verbally to individuals and/or groups by teacher and TA. Some marks may be seen in books as teacher model or scaffold; some corrections will be seen made by the children themselves as they respond to the feedback. Partner work also gives valuable peer feedback.</p> <p>During and at the end of the lesson, the children will self-assess their work using a purple pen. At the end of the lesson, the children will triangle their own work, to reflect and identify their own level of understanding.</p> <p>Whole class feedback grids are completed in order to record teacher's own thoughts such as what needs to be revisited by all or some, and who the target children may be for the next lesson and/or an intervention outside the lesson. A sample of six books are taken in for review. (The names of the children will be recorded on the sheet in order to track whose books have been looked at.)</p>

Writing	<p>All pieces of extended writing will be reviewed by the teacher away from the lesson. Teachers will identify any new learning (against the writing criteria checklist) and any errors that need to be addressed. The teacher will group the books according to misconceptions and next steps; in the following lesson, the next steps will be displayed and the children will be told which applies to them (table groupings, number written in book etc.). The children will then respond to the next step and address any of their mistakes in purple pen. Teacher and TA will circulate and/or be working with an individual or group of children to address a common error/potential challenge.</p> <p>All other pieces of writing in English lessons will be read whilst the children are working during lessons, as the teacher and TA circulate and/or work with specific individuals or groups. Misconceptions and errors will be addressed there and then.</p> <p>The teacher will make use of the visualizer to feedback to the whole class, showing a common mistake or an example of good practice.</p> <p>A sheet listing the assessment criteria for each child whose work is moderated – this information is then used to assess the rest of the children.</p>
History Geography Science Spanish PE Art DT Music	<p>Assessment sheet identifies key concepts in each lesson (these are currently in place for history and geography and are being developed for Art, DT, PE and Music). These sheets allow teachers to record those children who have not met or exceeded the expected outcome for the lesson. In lessons where exercise books are used by the pupils, ten books per lesson will be reviewed away from the lesson and this review, along with the teacher's immediate feedback during the lesson, will inform them of the next steps or any revisiting of concepts that need to take place; this will be fed back to the children at the start of the next lesson, or at the most appropriate time. In lessons where exercise books are not used, all feedback will be immediate.</p> <p>The teacher will also address any commonly misspelt subject specific vocabulary in order for the children to make corrections where necessary. In History and Geography, the next step question (s) is displayed so that the children can respond on post-it notes and then add this to their books.</p>

Key Stage 2:

Subject	Possible Strategies
Maths	<p>Live marking as teacher circulates during the lesson. Misconceptions addressed verbally to individuals and/or groups by teacher and TA. Some marks may be seen in books as teacher models or scaffolds; some corrections will be seen made by the children themselves as they respond to the feedback.</p> <p>During the lesson and at the end, the children will self-assess their work using a purple pen. At the end of the lesson, the children will triangle their own work, to reflect and identify their own level of understanding.</p> <p>Whole class feedback grids are completed in order to record teacher's own thoughts such as what needs to be revisited by all or some, and who the target children may be for the next lesson and/or an intervention outside the lesson. A sample of a minimum of six books are taken in for review, ensuring that each book will be looked at away from the lesson at least once a week.</p> <p>The names of the children will be recorded on the sheet in order to track</p>

	<p>whose books have been looked at; teachers will record achievement against the LI with a partially or fully formed triangle in these books/sheets.</p>
<p>Reading GPVS</p>	<p>Live marking as teacher circulates during the lesson. Misconceptions addressed verbally to individuals and/or groups by teacher and TA. Some marks may be seen in books as teacher models or scaffolds; some corrections will be seen made by the children themselves as they respond to the feedback.</p> <p>During the lesson and at the end, the children will self-assess their work using a purple pen. At the end of the lesson, the children will triangle their own work, to reflect and identify their own level of understanding.</p> <p>Whole class feedback grids are completed in order to record teacher's own thoughts such as what needs to be revisited by all or some, and who the target children may be for the next lesson and/or an intervention outside the lesson. A sample of a minimum six books are taken in for review, meaning each child's book will be taken in for post-lesson marking at least once a half term. The names of the children will be recorded on the sheet in order to track whose books have been looked at. Teachers will always have a focus on children who have been identified in Pupil Progress Meetings.</p>
<p>Writing</p>	<p>Shorter pieces of writing in English lessons will be read whilst the children are working during lessons, as the teacher and TA circulate and/or work with specific individuals or groups. Misconceptions and errors will be addressed there and then. The teacher will often make use of the visualizer to feedback to the whole class, showing a common mistake or an example of good practice.</p> <p><u>Y3/Y4:</u> All pieces of extended writing will be reviewed by the teacher away from the lesson. Teachers will identify any new learning (against the writing criteria checklist) and any errors that need to be addressed. At least one paragraph will then be marked in-depth by the teacher, using the established marking codes (A – missing or misplaced capital letter; p – missing or misplaced punctuation; w – missing or misplaced word; sp – incorrect spelling; t – incorrect tense).</p> <p><u>Year 5:</u> All pieces of extended writing will be reviewed by the teacher away from the lesson. Teachers will identify any new learning (against the writing criteria checklist) and any errors that need to be addressed. The teacher will group the books according to misconceptions and next steps; in the following lesson, the next steps will be displayed and the children will be told which applies to them (table groupings, number written in book etc.). The children will then respond to the next step and address any of their mistakes in purple pen. Teacher and TA will circulate and/or be working with an individual or group of children to address a common error/potential challenge. A sheet listing the assessment criteria for each child are kept in a folder, and teacher regularly updates the children's achievements against the criteria.</p> <p><u>Year 6:</u> Due to the development of independence and nature of KS2 writing moderation, less individual feedback is given at the end of a piece of extended writing. Teachers are addressing misconceptions and sharing examples of good practice with the children as part of the teaching and learning cycle. Teacher's marks will not be seen in children's books. Children</p>

	<p>will be in a continuous cycle of editing and redrafting with more independence and this will be shown in books. Purple pen will not be used for this reason, as all editing is part of the writing process. Year 6 extended writing will be assessed against the KS2 writing assessment frameworks to enable next steps to be identified and shared with the children. This writing assessment framework is used by all schools at the end of KS2, in order to generate the Writing SATs result for each child.</p>
<p>History Geography Science Spanish Art DT PE Music</p>	<p>Assessment sheet identifies key concepts in each lesson (these are currently used for History and Geography and are being developed for Art, DT, PE and Music). These sheets allow teachers to record those children who have not met or exceeded the expected outcome for the lesson. In lessons where exercise books are used by the pupils, ten books per lesson will be reviewed away from the lesson and this review, along with the teacher's immediate feedback during the lesson, will inform them of the next steps or any revisiting of concepts that need to take place; this will be fed back to the children at the start of the next lesson, or at the most appropriate time. The teacher will also address any commonly misspelt subject specific vocabulary in order for the children to make corrections where necessary. In lessons where exercise books are not used, all feedback will be immediate. In History and Geography, the next step question(s) will be displayed so that the children can respond in their books.</p>