



Cam Hopton Church of England Primary School (Voluntary Aided)

Quality Feedback & Marking Policy

'Life in all its fullness'

Document History

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This policy is to be reviewed annually, and in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

1.0 Purpose of the Policy

This document is a statement of the aims, principles and strategies for Quality Feedback and Marking at Cam Hopton C. of E. Primary School. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on how feedback and marking can be used to inform planning, teaching and assessment.

This policy has been devised to meet the following aims:

- to benefit pupils, staff, governors and parents;
- to outline school approaches to marking within the school curriculum;
- to highlight the importance of focused feedback and marking as a way of leading the children forward to the next stage of learning;

2.0 Purpose

At Cam Hopton C. of E. Primary School we believe a successful Quality Feedback and Marking policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- continuity and consistency in our approach to the children's work;
- make expectations clearer to pupils, teachers and parents;
- help in the assessment, both formal and informal, of pupil progress;
- provide a model that pupils can use themselves when assessing their own work.

3.0 Aims

As a school, we believe in 'thinking'. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback and Marking is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- to motivate the child;
- so that we can see an opportunity to move learning on by:
 - addressing a misunderstanding;
 - reinforcing a skill or key piece of information;
 - extending a child's understanding or ability to do something.

If we follow this logic therefore, sometimes lots of children would benefit from a next step/now comment; other times, no one will. As a school, we encourage teachers to use their professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step/now comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Quality feedback and marking enables teachers to monitor children's progress, diagnose what has not been understood and inform forward planning and learning.

“Feedback and Marking” is taken to mean the process whereby a teacher looks at a piece of pupil’s written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and responds in some way either in writing, speech or action.

Effective feedback and marking should:

- provide clear feedback to children about the strengths and weaknesses of their work, and ensure marking relates to the Learning Question (this can be through the use of the Quality Feedback & Marking form);
- recognise, encourage and reward children’s efforts and progress;
- encourage children to strive and improve;
- direct children to what they need to do to improve their work, and the next steps they need to take;
- help parents/carers understand strengths and weaknesses in their children’s work;
- develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning;
- be given when appropriate, so that it is meaningful.

4.0 Implementing the Quality Feedback and Marking Policy

We take a professional approach to the tasks of providing Feedback and Marking. The type of feedback given will need to take into account the age and ability of the pupil. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will review work and give feedback, oral and written, as an essential part of the assessment process. The majority of feedback will be delivered orally, informed by teacher notes recorded in their ‘Quality Feedback & Marking’ records, as opposed to copious hand-written notes in every child’s book. This approach will identify strengths and areas for development, provide the children with the opportunity to reflect upon, review and edit their own work.

Teachers will always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, using the short date in mathematics. These have been taught and may be on display. Teachers will make it clear what well-presented work in the subject looks like.

Certain pieces of work, for example a scaffolded piece of work in English, a specific task in a foundation subject or a set reasoning and problem solving task in mathematics, may require a more in-depth analysis through formal written marking. This will include the individual child’s success in meeting specific success criteria, or a specific learning question, with the identification of next steps for the child to address in their subsequent independent piece of work.

The extent of the teacher’s response to a piece of work is determined not by the number of errors found in it, but by the teacher’s professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasized.

In accordance with the school’s policy for Quality Feedback and Marking:

- all positive comments will be marked in green through a 'wow' comment;
- all next steps/reflection/edit and improve comments will be marked in pink through a 'now' comment;
- children will self-assess all work using a pupil/teacher traffic light system
 - green (learning question understood)
 - orange (developing understanding)
 - pink (misconceptions or help needed to develop understanding);
- ticks are a normal indication that a particular item is correct; for example, a mathematical calculation, or a correct spelling in a test. However, crosses/dots should be used sparingly and with caution. Where lots of errors have been made, teachers will use a written comment, a discussion with the pupil and a resetting of a more appropriate task to address the pupil's learning needs;
- children will respond to oral feedback and marking comments in purple;
- in foundation subjects, subject specific vocabulary will be corrected;
- when appropriate, children may review and mark their own or another child's work; this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion. The teacher will always review self and peer assessment in order to carry out an appropriate assessment of their own;
- children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria will be displayed and can remind children of the learning objective, or suggest common checks to perform. This helps the children to self-reflect at each step of the learning process.

In line with the revised emphasis on spelling, punctuation and grammar, following the implementation of Curriculum 2014, teachers will comment on spelling, punctuation and grammar against age-related expectations. Children should be encouraged to focus on these aspects during the proof reading stage.

5.0 Guidance Marking Codes

The following codes will be used across the school. Teachers and TAs should take into account the age and ability of the child when using marking codes.

Stamp/ Mark for level of support:	
TA	For teacher/ teaching assistant aided work (or if no code is indicated, assume that work is independent)
Code for Corrections:	
sp	Spelling feedback will be differentiated according to the child's ability
//	A new paragraph needed
CL	Capital Letter
P	Punctuation missing/ error
≡ or ()	Needs editing – individual word or paragraph
?	Does not make sense
n	Finger space needed
^	Word missing/insert
Feedback:	
(V) (TD)	Verbal Feedback/ Teacher discussed work
✓	Teacher has seen work and it fulfils the Learning Question
DJ or sticker	Dojo point
WOW	When appropriate, an aspect of the work to be celebrated related to the Learning Question or presentation in green
NOW	Next steps to improve work, or probe learning through an open question in pink Children respond and edit in purple
•	Identifies an error to be corrected
✓	correct answer
Traffic light assessment	
Teacher and Pupil assessment of the Learning Question	
Go Green! 	Teacher: Superb! You are secure in your understanding and ready for the next step. Child: I fully understand.
Almost Orange 	Teacher: You appear to have understood this task. Please edit/correct to improve your understanding. Child: I almost understand, but need more practice.
Think Pink 	Teacher: You have tried really hard with this. I will go through this with you and explain in more detail. Child: I do not understand yet and need some help.

6.0 Effective Feedback and marking in EYFS

In Early Years at Cam Hopton C of E Primary School ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals.

EYFS staff make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where the class teacher plans relevant activities and opportunities for each child. Feedback is given to the child verbally, and also shared with parents and carers. Each child has a Learning Journey to record highlights of their learning journey over the year. A child's Learning Journey is a shared document (paper-based in text books and electronically through the use of Tapestry), with parents and children encouraged to make contributions.

7.0 Responsibility for the Policy and Procedure

The Headteacher and the Senior Leadership Team will:

- ensure that marking and feedback is purposeful and manageable for teachers;
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- work closely with the link nominated governor and Subject Leader;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor and evaluate this policy.

In order to achieve this, and in accordance with OFSTED guidance on judging the impact of marking & feedback (June 2022), the Headteacher and Senior Leadership Team will monitor if:

- Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these.
- Teachers consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback.

7.0 Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

8.0 SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour,

or support pupils to read comments. It may also mean recording verbal feedback and response. Such requirements should be identified in a pupil's My Plan as required.

9.0 Disseminating the Policy

This Quality Feedback and Marking Policy will be published:

- on our website (with paper copies available on request in the school office);
- as part of induction for new staff.

We will also use other methods and occasions such as parents' evenings, as appropriate, to share information about quality feedback and marking.

10. Monitoring and Review

This policy will be subject to regular review in light of changes made to legislation or the publication of new advice.

Any appeals against this policy can be made through the governor's complaints procedure.

Cam Hopton C. of E. Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.



Cam Hopton C of E Primary School



Quality Feedback & Marking

Date:		Subject:	LQ:
Work to Praise and Share, including presentation		Need Further Support	
Additional Support/Modifications/Challenge		Common Misconceptions/Errors	
SEND	Pupil Premium		
Next Steps / Challenge Questions			