



## Thameside Primary School: Marking and Feedback Guidelines

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|                            |                                   |
|----------------------------|-----------------------------------|
| <b>Policy reviewed by:</b> | Ingrid Burton                     |
| <b>Key Changes:</b>        | P7 Examples of effective feedback |



**“The most powerful single moderator that enhances achievement is feedback.” (Hattie, 1992)**

Our guidelines for Marking and Feedback at Thameside Primary are informed by research carried out by the EEF (Education Endowment Fund) and the Assessment Reform Group into ‘*Assessment for Learning*’ (AfL).

Taking in to consideration recommendations from the 'Reducing workload in your school' DfE guidance <https://www.gov.uk/guidance/reducing-workload-in-your-school> , Thameside Primary designed this guidance to ensure:

- Teachers make best use of the time spent marking and providing feedback to pupils
- Pupils develop the skills to become reflective self and peer-markers

### **Marking and Feedback Objectives**

There are two main reasons we mark work and give feedback:

- To motivate the child
- To further the learning of each pupil and to raise standards throughout the school by:
  - Addressing misconceptions
  - Reinforcing a skill or piece of information
  - Extending a child’s understanding or ability to do something

### **Types of Marking and Feedback**

Marking and feedback at Thameside may be given on a 1:1 basis, to a pair of children, to a group of children or to the class as a whole and could include:

- conferencing
- peer-marking
- self-marking
- yellow box marking
- whole class feedback forms. *Please see the appendix for more detailed explanations and examples.*

Markers at Thameside can include: teachers, teaching assistants (TA), supply teachers and children.

Marking and feedback at Thameside should always have a positive impact on the child(ren) and be given with consideration to learning and needs. Recommendations for the Education Endowment Fund state ‘Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

Although the marker is responsible for using their professional judgement when it comes to how to mark a piece of work or provide feedback, it is our intention that all work should have some form of evidence of marking. At Thameside, for example, we do expect teachers to use conferencing (see appendix) in English and Maths lessons.

Where marking codes are used (as shorthand) pupils need to be clear about what the symbols represent. Marking codes for children are located inside the front cover of our English, Maths and Science books (see appendix).

It is acceptable to give general praise (e.g. ‘great work’ or ‘I really enjoyed this’ etc) but only when it is accompanied by feedback (either verbal or written) that helps the children know what they have achieved and what they need to do next to deepen their understanding.

### **Support for staff**

At induction, new staff will have training on our core marking and feedback approaches e.g. conferencing. All staff will have regular training and input on marking and feedback as part of our annual CPD offer and monitoring.

Marking and feedback will be monitored through deep dives which include: diagnostic learning walks, work/book sampling, teacher self-evaluation forms, pupil voice and other methods as deemed appropriate. If there are any queries, we will have professional dialogues with staff and will offer further support and guidance where it might be required. If staff are ever unsure about the most effective type



of feedback to give for a particular task, they would be encouraged to speak to a colleague, Phase Leader or member of SLT, any of whom are more than happy to offer their advice and support.

*I Burton & S Greenaway*

## Appendix

### 1. Marking Symbols

### 2. Types of marking & feedback

- Conferencing
- Pupil self and peer evaluation
- Whole class feedback
- Yellow box marking

### 1. Marking Symbols

*Symbols to support marking and assessment in Foundation:*

**Thameside marking in Foundation**

**The bird....** – marked by the teacher

● ● ● – independent work/linking sounds

W 30-50 months B/W/S

Area of development    band    Level achieved (beginning, working within, secure)

**Marking Codes**

**L:** Literacy (w – writing, r – reading)

**M:** Mathematics (n – number, SSM – Shape, Space and Measures)

**CL:** Communication and Language – (LA – listening and attention, u – understanding, s – speaking)

**EAD:** Expressive arts and design

**UTW:** Understanding the world

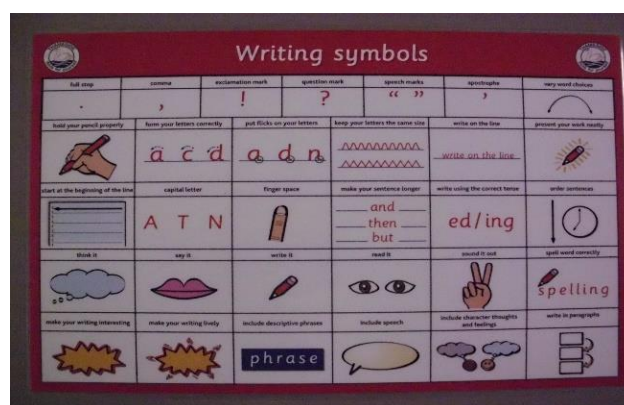
**PD:** Physical development

**PSED:** Personal, social and emotional development

**ELG:** Early Learning Goals

**U** – unaided

**A** – aided



*Symbols to support marking and assessment in KS1:*

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### Thameside marking in Key Stage 1

**Yellow highlighter** ..... Marked by the teacher

**Green highlighter** ..... Peer or self-marked by a child

**Blue highlighter** – Cold task completed before a unit of work starts used to identify teaching needs

**Pink highlighter** – Hot task written independently at the end of a unit used to show progression and identify further teaching needs

**Orange highlighter** – Highlighted work meets interim framework requirements (Y2 only)



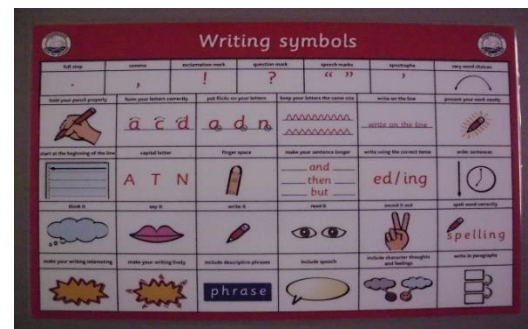
Warning! You need to correct something on this line

U – unaided

A – aided

V – verbal feedback given by an adult (usually during conferencing)

S – shared marking adult/pupil or pupil/pupil



*Symbols to support marking and assessment in KS2:*

### Thameside marking in Key Stage 2

**Yellow highlighter** ..... Marked by the teacher

**Green highlighter** ..... Peer or self-marked by a child

**Blue highlighter** – Cold task completed before a unit of work starts used to identify teaching needs

**Pink highlighter** – Hot task written independently at the end of a unit used to show progression and identify further teaching needs

**Orange highlighter** – Highlighted work meets interim framework requirements (Y6 only)



Warning! You need to look at this line and check spelling (sp), punctuation (p) or for a missing word (^)

U – unaided

A – aided

V – verbal feedback given by an adult (usually during conferencing)

S – shared marking adult/pupil or pupil/pupil

M – marked by me!

C – I have completely achieved the learning objective

P – I have partially achieved the learning objective

T – I have not yet met the learning objective

*Symbols to support marking and assessment in Rainbow room:*



#### Learning objective and activity

| Marking code | Assessment | Description- What will this look like?   |
|--------------|------------|--|
| N            | Encounter  | Modelled. Chn are using hand over hand or heavy physical prompts. High level of task support.  |
| E            | Engaged    | Chn are interacting with task. Adults are using gestural prompts or reduced physical prompts. Medium level of task support.                    |
| I            | Involved   | Chn are interacting with task, need little support. May require verbal prompts. 'What goes here?' 'What's missing?' Low level of task support. |
| M            | Mastered   | Chn are able to do task independently. No level of task support.   |

All of the above does not include prompts to stay on task.

## 2. Types of marking & feedback

### Conferencing


Research ( [Oxford University – Education Endowment Fund, 2016](#) ) indicates that masses of 'after-the-event' written feedback is neither efficient nor effective.

Through pupil-conferencing, you will be providing, on a daily basis, high quality teaching to individual students. You will be conducting not only assessment *for* learning but also assessment *of* learning.

#### How to Conduct Conferences

**Circulating the room** – It is important to remember that an informal conference with a child need only be 40 seconds long, although it will take longer until the time when both you and the children are familiar with the idea. You should aim to see every child at least twice a week, which, in experience, is quite manageable – even without the aid of a TA. Ask how it is going. Alternatively, ask the child what they feel they need particular help with. Do they have any 'sticky' places? Finally, you should formulate a question or suggestion, particularly if you sense that they lack confidence about their topic.

**Things to remember:** Don't talk more than the child. In writing, don't try to redirect the child onto something *you* find more interesting. Only direct the child onto a different course or subject if it's clearly not working. Don't ignore the writer's original intention for the piece. Try not to supply words or phrases that *you* like, but if possible quietly guide the writer towards the means of expression. Don't hesitate to say to a child that you don't understand or that you're confused by the subject choice.

For all conferencing when you've finished a conference, simply mark the child's book with 'verbal feedback'  and your initials.


It is a well-known fact that 'after the event' responses written in books come too late for children to do anything about them. Verbally conducted revision conferences, on the other hand, provide more opportunity for high quality teaching, alongside the child, in real time, and allow the child to act on the feedback immediately.

Verbal feedback has maximum relevance to the child because the child, in effect, determines what is to be taught and what learning opportunities they require.



## WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

|                     | Feedback more likely to move learning forward   |   |  | Less likely   |
|---------------------|---|---|--|---|
|                     | Task  | Subject   | Self-regulation strategies   | Personal  |
|                     |  <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p> |  <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>  |  <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>   |  <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p> |
| <b>KS1 examples</b> | In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'   | In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'                                  | In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.' | 'Great work—you're brilliant at maths!'   |
| <b>KS2 examples</b> | In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.<br><br>'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'   | In history, pupils are having a class debate on whether Boudicca was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "loani tribe".' | In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'  | 'This is ok, but you are better than this!'   |



## Pupil Self and Peer Evaluation

*"Independent learners have the ability to seek out and gain new skills, knowledge and understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment." (Assessment Reform Group, 2002).*

Children marking their own work and that of their peers are important parts of effective marking practice.

Why use Pupil and Peer Evaluation?

- The greatest impact is an overall rise in self-esteem.
- Children can feel more able to talk about their learning.
- Children can say where they need help without a sense of failure.
- Children are thinking deeply about their own learning.
- Children are starting to be more in control of their learning.

It takes time to introduce a system of self-marking. Self and peer-marking and the time to take action in response to feedback **should be seen as part of the lesson itself**. Children will need to have the process modelled to them (e.g. in a plenary) until they feel confident to carry out the process independently. Children should be confident and practiced in self marking before beginning to peer assess.

Using the class i-pad to 'mirror' children's work are effective ways of modelling the marking process. A child's name can be selected intentionally or drawn randomly and their work displayed. The rest of the class identify where that child has met the success criteria and suggest where improvements can be made. The teacher then models making the improvement using suggestions from the class.

The rest of the class are then given time to mark and improve their own work. This could be used at any point during the lesson i.e. as a mini plenary or built into planning as part of a lesson.

In addition to the success criteria, children may check their work against their targets e.g. cold task writing targets, those set in lessons using conferencing toolkits or those set at parents evening discussions.

### A model to develop self-marking in KS2:

(1) Children highlight their own work where they have used each success criteria and share with a partner; (2) Children underline one place where an improvement could be made. This is a place where they did not apply the success criteria. (3) They make the improvement as part of the lesson or in a separate session.

### Developing peer-marking:

(1) Show a partner the self-marking that has been done; (2) Swap a piece of work with a partner to share something they liked about the person's work; (3) In pairs, read each other's work, say two positive things, and make a suggestion for improvement. (4) Phase in highlighting successes, finding an area for improvement and then making the improvement; (5) Children work independently to identify the successes and an area for improvement in a peer's work.

### Pen power:

Children work with a partner. Partner A places their book on top of Partner B's book because Partner A has their book on top they have the 'pen power' (green polishing pen). Partner B reads through the work and gives suggestions on what they think could be improved/edited and Partner A has to decide whether to take the advice or not. After 5mins the children swap the books over Partner B has their book on top of Partner A's and the pen is given to Partner B so they now have Pen power.



## Whole Class Feedback

To be completed at the end of a foundation subject lesson as a whole class. The form is saved on common in planning and will be revisited by the class at the beginning of the next lesson. A WCF stamp may be used in books to show that this method of feedback has been used.

### An example of a whole class feedback form



**Hall of Fame**

Put children's names here and what they did really well.

e.g.  
Jayden – could explain the parts of a flower really clearly to his partner

**Moments?**



Make a note of any children's work that was tweeted during the lesson. Who? What?

**S - P - A - G**

Basic skills reminders e.g.  
Remember it's flower for the plant and not flour.

**Key Vocab.**


List words as a class that have been used in the lesson e.g. stigma, carpel, stamen

**Lesson Objective(s)**

To know the reproductive parts of a flowering plant and their function.

**Misconceptions**

There are both male and female reproductive parts of a flowering plant, not male or female plants.




**Incomplete / Missing work**

LM, DR and LP need to complete their drawings and labels by next lesson.  
PL missed today's lesson.

**Presentation**

Could use for names of children who presented their work really well and note what was good about it e.g. clear drawing of flower with neat labels.



## Yellow Box Marking

### How Does Yellow Box Work?

Choose one area of a pupil's work to mark. Just one section. Mark it well and in detail and offer sophisticated feedback (verbally or in writing) and no matter what, ensure that the feedback is specific and diagnostic (e.g. see verbal technique = not yet). By avoiding any assessment, pupils should understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box focuses students to act on that feedback in a clear and specific framework.

The addition of a new (empty) Yellow Box should vary in size and allow the student to comprehend what work is expected in their redraft / improvements. It also doesn't need to have a redraft zone at all – the box could limit improvements. Ultimately, the Yellow Box (or 'zonal marking' as I now associate the strategy with) is about finding and selecting one area of work the student can fix.

### Why Is It Effective?

The pupil knows where to work and what to target; improvements can be identified much more clearly to help aid student progress. This ensures staff are marking for the child – meaning they are not observers in the process – to reduce workload with more direct, specific comments. that lead to greater impact.

The school wouldn't expect teachers to mark the re-drafted version (ever).

An example of yellow box marking

## Do this! → Yellow Box

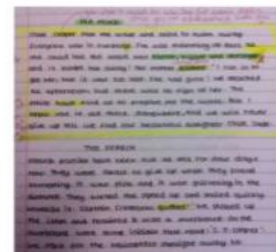


**The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.**

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation



NB: This can be applied to hot and cold tasks