



Our Lady's Catholic Primary School

Marking & Feedforward Advice Policy

Date reviewed	Next review
September 2026	September 2027
Signed (Chair of Governors)	
<i>Margaret McAleese</i>	

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centred on His presence.

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie & Timperley 2007, Review of Educational Research)

Intent

Effective feedforward advice, given to pupils through marking and reviewing work, will provide constructive steps for every pupil to ensure progress. It will focus on success and next step needs against learning objectives and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. The interaction between teacher and pupils is an integral part of the planning and assessment cycle.

This policy sets out how the use of effective marking, feedforward advice and response is consistently utilised across our school to benefit our pupils and is underpinned by the evidence of best practice from the Education Endowment Foundation.

The Education Endowment Foundation research shows that effective feedforward advice 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;
- put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore, we have investigated alternative to written marking which can provide effective feedback in line with the EEP's recommendations, emphasising that marking should be **meaningful, manageable and motivating**.

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective marking and feedforward advice to pupils regarding their work in order to maximise progress and support pupils in becoming active learners. Effective marking and feedforward advice is integral to good teaching and learning processes. It helps to embed learning swiftly and enables accelerated learning, by empowering pupils to be involved in understanding how they are making progress.

Effective marking and feedforward advice aims to:

- feedforward advice to the pupil informing them of strengths and next steps;
- provide evidence of feedforward advice and is incidental to the process; we do not provide additional evidence for external verification;
- assess and evaluate attainment and progress so that it supports teachers' assessment knowledge of each pupil;
- celebrate achievement and empower pupils to take responsibility for improving their own work;
- confirm the match between the needs and abilities of different pupils;
- ensure pupils should receive feedforward advice either within the lesson or in the next appropriate lesson;

- inform planning;
- develop consistent processes across the school to teach pupils to respond to feedforward advice, self-assess and evaluate their own and others' learning.

Implementation

Staff at Our Lady's mark to improve children's work. Marking for improvement means that children feel supported and encouraged by a teacher's feedforward advice, are aware of their achievements and are also clear about what could be done to improve their work. This approach allows teachers to evaluate work and adjust their teaching accordingly. Four types of marking and feedback occur during teaching and learning at Our Lady's.

Type of Marking	What it looks like	Evidence (for observers)
Immediate (Verbal Feedback)	• Includes teacher giving and getting feedforward advice from teaching within the course of the lesson • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support for further challenge • May re-direct the focus of teaching or the task	• Lesson observations • Learning walks • Stamps in book at point of support
Summary	• Work will be assessed and marked against the learning objective for the lesson • Takes place at the end of a lesson activity • Often involves whole groups, learning partners or classes • Provides an opportunity for evaluation of learning in the lesson • Use of visualisers to share good practice, common errors, misconceptions, expectations, review and analyse of pupil work • Use of stamps to verify learning achievements • May take the form of self or peer assessment against an agreed set of criteria – (e.g. use of a traffic light system, where children place books to show understanding of what they have learnt and put a colour dot on activity completed (Red – more support needed, Amber – achieved expectations, Green – believe they can be challenged further or use of the evaluation booklet • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedforward advice, focusing on areas of need	• Lesson observations • Learning walks • Some evidence of self/peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher • Stamp comments recorded in books

Feedforward: “the next step is the next lesson”	• At KS2, use of whole class marking via differentiated questions that will focus on basic skill errors, mistakes and misconceptions; scaffolding (A), find and fix(B), consolidation (C) and further challenge (D). • At KS2, use of stamps to show achievements. (See Appendix 2). • At KS1, use of 3-sticker approach via differentiated questions: scaffolding, find and fix and consolidation/challenge. • At KS1, use of stamps: VFF – verbal feedforward, adult assisted and independent work. • Maths marking includes the use of the whole class approach based on the NCTEM marking ideas. • Use of targeted subject specific questions, plenary Bloom questions, learning behaviour questions– could be problem solving or mastery activities etc... • Use of Editing Stations to support the improvement of writing completed, particularly following extended writing. • For writing in particular, often a significant part of the next lesson will be spent giving feedforward advice to the class about strengths and areas for development. This will include giving time for the development areas to be worked on and improved through proof reading and editing their work • Errors and misconceptions are analysed and addressed in subsequent lessons • In-depth marking should be completed within 1 week of the work being completed so that the child feels their efforts have been valued – using the whole class feedforward sheets.	• Lesson observations • Learning walks • Evidence in books of pupils responding to marking, editing and redrafting and assessing their work in purple pen • Lesson plans • Whole Class Feedforward Sheet (DIRT – Dedicated Improvement Reflection Time) • AfL expectations
Summative	• ‘Check it’ activities • End of unit or term tests • Quizzes • Pre and post learning assessments	• Test results

Marking and Feedforward in the Early Years Foundation Stage

Marking and feedforward in the Early Years Foundation Stage (EYFS) will be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedforward advice and staff discussion. Appropriate methods for marking and feedforward advice in the EYFS are as follows.

- Regular praise and encouragement.
- Adults talking to children individually about their achievements and how to develop their skills further.
- Group time where pupils talk with their peers and teachers about their learning.
- Annotation of photographic evidence via Evidence Me.
- Written observations via Evidence Me.
- Use of stamps: VFF – verbal feedforward, adult assisted and independent work.
- School reward system to celebrate their achievements – stickers for academic success and tokens for good behaviour choices.

Procedures

- Not all work will be marked in detail, dependent on the activity and level of input, but at least 1 piece of work each week in English and Mathematics and 2 pieces of work in each topic in Religious Education (RE), Science and Creativity will be marked in detail.
- All pupil assessment work will be marked in detail. This could include Extended Writing, RE termly assessments or RE and Creativity end of topic evaluations.
- Pupils are expected to concentrate on presentation, correct spellings and correct punctuation in every piece of written work although this may not be marked as it does not relate to the learning objective or success criteria.
- For Mathematics marks out of 10/20 etc. may be given.
- How teachers mark will be explained to the pupils and displayed in classrooms.
- Work may be marked by the class teacher or the Learning Support Assistant (LSA) who has worked with the group. Sometimes it is appropriate for LSAs to mark class or homework e.g. Mathematics and spellings where right or wrong answers are given. On occasions in Mathematics, pupils can check and mark their work with the aid of a calculator or answer book. It is also helpful to mark and discuss some work as a class as this allows for discussion of any problems or misconceptions.

Interventions

Feedforward advice should start with the assumption that all pupils can work independently given prior input is fundamental; increasing the amount of intervention is only done if a pupil cannot get on without this scaffolding. It is important to give 'take-up time' – let them persevere and make sure that the pupils are doing the hard work, not the teacher.

Some children, particularly at KS1, will need more support in order to be successful at improving their own work. As with all interventions, teacher should always model or prompt in the first instance and then use minimal support only escalating to the next level if the child still needs further support.

Rewards

- As well as feedforward advice to the work, we also award house points, stars, stamps or stickers at individual teachers' discretion.
- As part of the reward steps on the behaviour steps in Years 3 – 6 pupils may also receive praise, house points, stickers, certificates or postcard home.
- Special achievements receive certificates at the weekly awards assembly.

- Headteacher awards (stickers) are also given for special effort or attainment.
- Headteacher certificate for achieving a specific learning behaviour and school value.
- Work may be displayed on the celebration writing wall after being shared with stakeholders in an assembly.
- Examples of good work are displayed on the class webpage.
- Individual classes may also have their own personalised reward system.

Marking Spelling

- Correction of spellings should be kept to a minimum so that it is useful and supportive for the child.
- Pupils with poor spelling need to be helped by specific lessons or resources that meet their needs, not overcorrection that is simply negative.
- The high frequency words for Key Stages 1 and 2 provide a good basis for spellings that need to be correct, but higher achievers should be able to correctly spell quite difficult words.

Mathematics

- Mathematics should be corrected with the child or group as often as possible.
- Pupils may mark their own work in discussion with others and make corrections. Any problems should then be discussed with the teacher or support staff.
- Pupils should not erase errors or correct over the top of them, they should be written separately.
- Where possible, mistakes should be annotated so that a child is clear where their errors lie.
- Work may be self or peer marked under teacher guidance.

Homework

Any homework set should be marked by the teacher, LSA or as a class and returned to the child within 1 week. Children will not see the value of homework if it is simply forgotten.

Impact

Effective marking and feedforward advice allows pupils the opportunity to reach the goals they have been set through the opportunity to edit and improve. It also allows them to understand their next steps and how to achieve them.

Feedforward advice can also allow pupils to develop their mastery of a subject through providing further explanation and examples.

Leadership and Management

The Headteacher, Assistant Headteachers and subject leaders will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of the marking on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom.

The performance indicators will be:

- improvement in children's achievement and attainment;
- participation of children in the marking process.

We shall also update the school's marking and feedforward advice policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually or earlier if necessary.

Inclusion and Equal Opportunities

At Our Lady's Primary School, we believe that our marking policy reflects our commitment to Equal Opportunities and Inclusion for all pupils in that we do not discriminate in our marking by gender, race, culture or academic attainment levels. Effective feedforward advice and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean supporting pupils to read comments, recording their responses or writing it in an accessible colour.

Appendix 1
Whole Class Feedback Sheet

Whole Class Feedforward Sheet
DIRT – Dedicated Improvement Reflection Time

Lesson:

Date:

Activity:

Praise and Share	Need Further Support
Presentation/Incomplete Work	Assessment for Learning
Feedforward to marking – next steps.	
Write out the task/question that corresponds to the letter in your book and then answer it using your polishing pen. You could answer more than one of these questions. The letter system will be found at the end of your last piece of work. A (Scaffolding) – B (Find and Fix) – C (Consolidation) – D (Further Challenge) –	

Appendix 2
Stamps used in KS2

What do my marking symbols mean?



- Work not up to year group standard yet
- Insufficient volume of the task completed
- Further support needed with this learning
- Check your Grammar, Punctuation and Spelling



- Work complete to year group standard
- Good volume of work completed
- This skill still needs to be mastered but you have made a good start



- You have consolidated your learning
- Exceptional presentation and volume of work

Self- assessment colours



I'm confident with my
knowledge/using this skill.



I would like to revisit this to
secure my understanding.



I am not confident in my
knowledge/using this skill.