

Linlithgow Primary School

Marking and Feedback Policy



October 2024

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Rationale

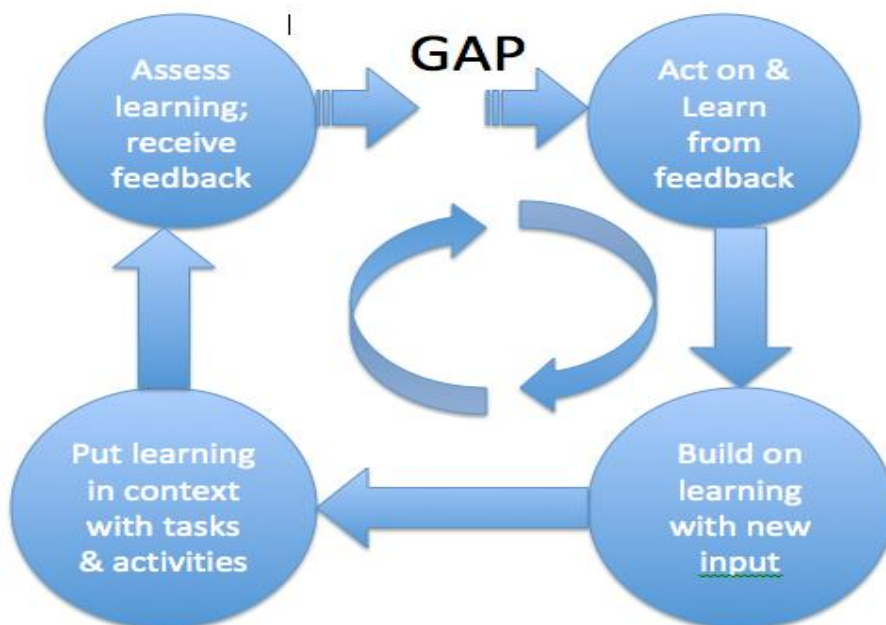
All evidence points to effective feedback as being one of the most influential ways to maximise pupil attainment and achievement, in **every** lesson.

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

(Hattie and Timperley 2007)

The Sutton Trust report, entitled 'Pupil Premium Toolkit', named **effective feedback** as having the highest impact on pupil attainment, over **any other** learning and teaching method. The report also stated that effective feedback can add as much as eight months of progress onto a child's learning, per year.

Effective oral and written feedback are crucial to the success of children, helping them to close the gap between what they already know and what they don't know yet, where they currently are as learners and where they are going next.



For Feedback to be effective, John Hattie argues that it needs to be:

- Clear, purposeful and meaningful.
- Compatible with pupils' prior knowledge, and to provide clear connections.
- Directed at the right level- so that it can assist children to comprehend, engage or develop effective strategies to process the information that is intended to be learned.

At Linlithgow Primary School we recognise the important of **both oral and written feedback**, to help children to move forwards in their learning.

Oral Feedback: This is often called 'in the moment' feedback', it may also be given alongside some written feedback. Children are present for the feedback and it is given, during the learning experience. During the lesson, teachers will effectively intervene and give feedback, verbally, which may include scaffolding learning for children or solving misconceptions. This feedback should be quick and remain positive, encouraging children to have a Growth Mindset and to 'have a go.' Teacher's will effectively intervene with both groups and individuals, giving immediate feedback on their work. Marking in the moment, in the form of 'dots' or 'ticks', can help children to notice mistakes, fix these and 'up-level' work to a higher quality.

Tips for Marking in the Moment:

When Marking in the Moment
✓ Dates and titles are checked and children are given the opportunity to correct if necessary.
✓ In P1-3, letter/numeral reversals are pointed out to the child and with teacher support, corrected. Common words should be corrected (if misspelt) where appropriate, and with support.
✓ In P4-7, the child is supported to correct misspelt common words.
✓ Marking and feedback is focused about the learning intentions and success criteria (differentiated accordingly)
✓ Verbal feedback is given to children to provide opportunities for them to self-monitor their progress, address any misconceptions, deepen their learning and move it forwards.
✓ Marking is done in clear handwriting- following the school's Correction Code, so that children can read and understand the feedback. In infant classes, visuals can be used when giving feedback so that children can easily understand what needs to be done to improve the work.

Across all lessons, the focus should be on 'marking in the moment' as much as possible, however, where this is not possible, staff will mark without the children being present, ensuring that the following guidance is followed:

When Marking Pieces Of Work Where Children Are Not Present
✓ The Linlithgow Primary School Presentation of Pupil Work Guidelines and Correction Code are followed.
✓ Marking and feedback is focused upon the learning intentions and success criteria (differentiated accordingly) and/or on the core or individual targets
✓ The teacher highlights or identified areas of the work that have been successful, so that the child is clear on what they have done well.
✓ The teacher gives the child clear next steps relating to the Success Criteria.

✓ Marking is done in clear handwriting- following the school's Correction Code, so that children can read and understand the feedback. In infant classes, visuals can be used when giving feedback so that children can easily understand what needs to be done to improve the work.
✓ Between 2-3 misspelt words should be identified by the teacher, where appropriate, and the child encouraged to re-write these, at the bottom of their work.
✓ Where a teacher would like a child to 'up-level' or improve a sentence or paragraph, the sentence will be underlined or a * put in the margin next to the paragraph. A line should be drawn at the bottom of the child's work, or a * added, and the child given verbal instructions on to 'up-level' or improve the sentence or paragraph.
✓ In extended writing pieces, the teacher can alternate between making one piece of work and using self/peer assessment for the following piece. The teacher should however, sign or make a brief comment to acknowledge that they have read the self/peer assessed piece.
✓ Marking is used to support the day-to-day, formative assessment of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.

Improvement Time

Each week in class, from P3 upwards, time should be given for children to re-visit work and make improvements. This could be done as a 'soft start' activity or at the end of the teaching day. Improvement time allows children to take full ownership of their work, becoming independent learners and understanding that work can always be edited and improved upon.

Improvement Time can be used in several ways:

- ✓ The teacher can model and demonstrate how to proof read and/or improve or 'up-level' a sentence, paragraph or piece of work.
- ✓ The teacher identifies a piece of work that they would like the child to proof-read and edit before making.
- ✓ The teacher, the pupil or a peer identifies a piece of work that could be 'up-levelled'- using the success criteria to support.
- ✓ Pupils are given time to read their work aloud, to help them to 'hear' grammatical errors and to enable them to make improvements.

Making to Meet the Needs of All Children:

We take note, of each child's own learning journey and the way that we give feedback and mark work, is adjusted to meet with needs of children who need this support. For example, next steps can be given pictorially/visually and some children may not be asked to 'up-level' work if this is too difficult for them. We remain positive and nurturing in our marking, ensuring that children's self-esteem is protected at all times, by the comments that we make and the feedback that we give.

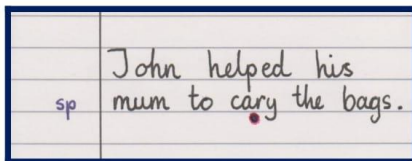
Teacher Tips on How to Reduce Workload and Increase The Impact Of Feedback on Pupils:

How to get pupils to engage with written feedback?

Instead of...	The teacher...	The pupil...
Writing annotations in the body of a piece of work and then giving an overall comment.	Only writes the annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement.
Writing annotations in the body of a piece of work and giving an overall comment.	Only writes an overall comment.	Annotates areas of the work where the strengths are apparent and where improvements need to be made e.g. using school Correction Code.
Writing 'well done you have...' next to good aspects of the work.	Puts a double tick next to the best part of the pupil's work.	Adds the reasons for the double ticks.
Writing extensive comments	Only gives one strength and one possible improvement e.g. This time/Next Time or WWW/EBI	Works to 'close the gap' on the one issue identified.
Marking every question in detail	Only marks the highlighted questions in detail.	Marks or peer marks their work before it is submitted, highlighting the two areas where they would most like help.
Writing the same explanation on every piece of work when the same mistake is made by many pupils.	Goes over the question in class	Writes their correct answer
Writes a full solution when a pupil gets the question wrong.	Writes a hint or the next step e.g. Tip from the Teacher	Completes the question
Correcting work when a pupil makes a small error or mistake.	Writes 'Can you check this one please?'	The student completes the correction.
Gives pupil back work and moves straight on.	Improvement Time is given within the same week to enable pupils to correct mistakes and make improvements to their work	Pupils read feedback and engage with marking before working to 'close the gap' in their learning.

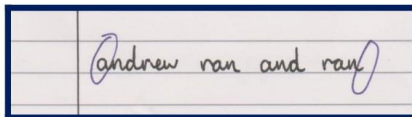
Appendix 1

Linlithgow Primary Correction Code



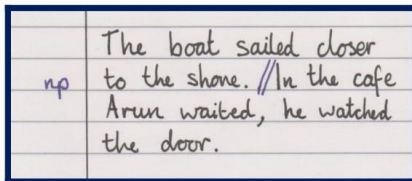
Spelling mistake:

A dot placed under the word in context. In the margin, either the letters **sp** or the correct spelling of the word will be written, depending on the lesson.



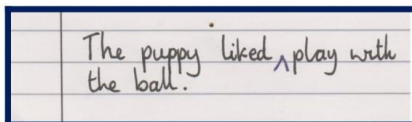
Punctuation mistake:

Any missing, incomplete or inaccurate punctuation will be circled.



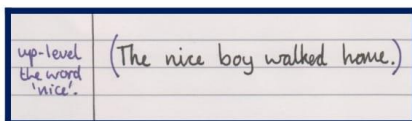
Missing paragraph break:

Two lines, //, mark the place in the text where the paragraph should be. The letters **np** will be written in the margin.



Missing word:

Where a word is missing from a sentence, a simple up arrow will be inserted.



(Look again):

Weak expressions, confused texts, etc. will be marked by enclosing the sentences in brackets. Extra information can be included on the reflection page.

This correction code is to be used as appropriate in P1-P3.

With P4-P7 classes the code will be used consistently in the correction of work.



Appendix 2

LINLITHGOW PS

Expected Standards of Presentation P1-P2

Writing the Date

- The date will appear on all work.
- P1-P2 will use the short date on all work in the format – **14.03.22**

Underlining

- P1 and P2 do not underline

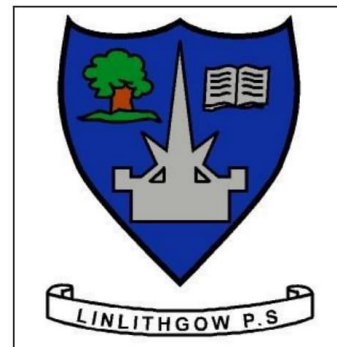
Handwriting

Handwriting as a skill is to be regularly taught and reinforced at all stages following the Nelson Handwriting resource.

- P1-P3 will encourage correct letter formation consistently in all work.

Using the space

- There should be no writing in the margin with the exception of:
 - the short date
 - question numbers
 - bullet points
- A line should be left underneath the date and title on all work at all stages.



Appendix 3

LINLITHGOW PS

Expected Standards of Presentation P3 – P7

Writing the Date

- The date will appear on all work.
- P3-P7 will use the short date on number work, artwork, worksheets and spelling tests, etc. in the format –
14.03.23
- P3-P7 will use the long date on written work in the format –
Tuesday 14th March 2023

Underlining

- P3 begin to teach underlining as a skill in lessons.
- P4-P7 will use a ruler to underline all dates and titles.

Handwriting

Handwriting as a skill is to be regularly taught and reinforced at all stages following the Nelson Handwriting resource.

- P1-P3 will encourage correct letter formation consistently in all work.
- Following the Nelson resource, joined up writing will be introduced from the end of P3 as appropriate.
- P4-P7 will teach, model, encourage and expect joined up writing in work regularly.

Using the space

- There should be no writing in the margin with the exception of:
 - the short date
 - question numbers
 - bullet points
- A line should be left underneath the date and title on all work at all stages.

