



Firfield Feedback, Marking and Assessment Policy and Procedures

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The sole focus of marking, feedback and assessment should be to further
children's learning.



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1. Introduction:

At Firfield, our school vision is 'to empower everyone to be brilliant every day, releasing their inner superhero so that they can flourish and thrive.'

We aim to achieve our vision by being inclusive, securing strong learning and teaching, delivering a knowledge rich curriculum and working with parents, carers and the wider community.

At Firfield, we believe that the feedback provided to pupils - either verbally or in written form - is an integral part of a successful teaching and learning process; its sole purpose is to further children's learning.

The Education Endowment Foundation has recently evidenced that effective feedback 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
- Provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's (DfE's) expert group emphasised that marking should be 'meaningful, manageable and motivating'. This, along with research by the DfE which shows the key contributing factor to teacher workload is marking, has encouraged us, as a staff team, to create a practice that is consistent and manageable but has maximum impact on the learning and development of all our pupils.

Current research undertaken by Dylan William, a British educationalist and Emeritus Professor of Educational Assessment, says 'there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. Although feedback is one of the most effective drivers of learning, one of the more surprising findings is that a lot of it actually has a negative effect on student achievement.'

William's four quarter marking strategy is one which we believe will both address the issue of teacher workload, whilst ensuring that the children continue to make excellent progress.



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DYLAN WILIAM'S FOUR QUARTERS MARKING (OLIVER CAVIGLIOLI)

The assessment of children is intrinsically linked to feedback and marking at Firfield. Assessment removes the ceiling on attainment by helping to identify and address learning gaps, and supports children in making the next steps in their learning.

2. Policy Scope

This policy applies to all members of the Firfield community who are involved in the feedback, marking and assessment of children's work through any of the means set out in this policy. This includes the senior leadership team, teachers, higher level teaching assistants (HLTAs), teaching assistants and supply teachers.



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3. Policy Aims

- To secure strong feedback, marking and assessment to enable all children to make good progress.
- To ensure teacher time is used effectively to maximise the impact on our children's progress.

4. Guiding Principles

- The sole focus of feedback, marking and assessment should be to further children's learning.
- Evidence of feedback and marking is incidental to the process - we do not provide additional evidence for external verification.
- Teachers will use modelling books and the use of visualisers to support pupils and to provide meaningful feedback at the point of teaching.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and, as such, feedback delivered in lessons is more effective than comments provided after the fact.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books. This can be something as simple as a 'tick' where appropriate, but it is expected that more feedback is given to extended writing and/or it is marked deeper.
- Feedback ensures that children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.
- Any assessment opportunities undertaken - planned or otherwise - are done so with the primary purpose of identifying progress and achievement.



5. Strategies

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written feedback)

Type	What it looks like?	Evidence (for observers)
Immediate Feedback	• Includes staff gathering feedback from teaching, including mini-whiteboards, bookwork, guided group work etc. • 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 or further challenge • May re-direct the focus of teaching or the LO/WALT • Includes highlighting/annotations according to the marking code (below).	Termly observations/lesson drop-ins/learning walks. Some evidence of annotations or use of marking code/ highlighting.



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Summary Feedback	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria (the WILFs for the lesson) • In some cases, may guide a staff's further use of review feedback, focusing on areas of need.	Lesson drop-ins/learning walks. Timetabled pre- and post-teaching based on assessment. Some evidence of self- and peer-assessment. May be reflected in selected focus review feedback.
Review Feedback	• Takes place away from the point of teaching • Likely to involve written comments/annotations for pupils to read and respond to • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	Written comments and highlighting along with appropriate responses/ action made by the pupil. Adaptations to teaching sequences tasks when compared to planning. Use of annotations to indicate future groupings.

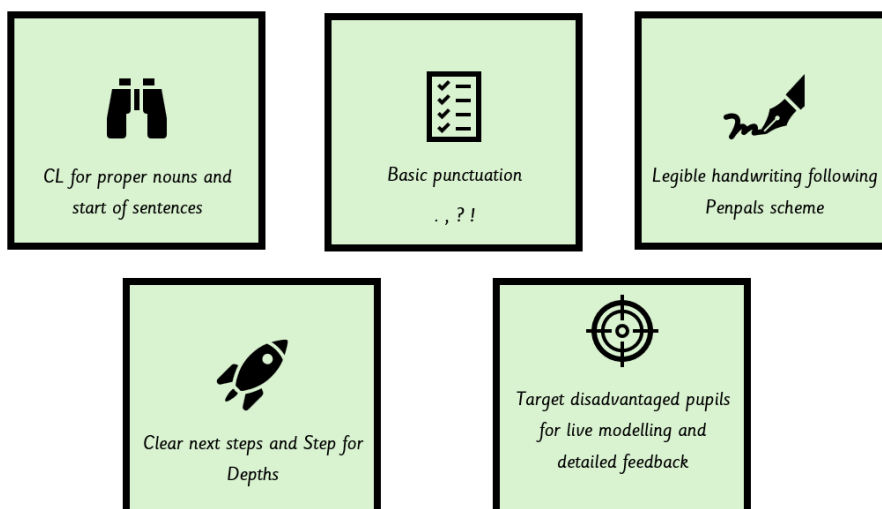


6. General Guidance

To access the full curriculum, pupils must be confident readers and writers. To facilitate strong progress across the curriculum, fundamental skills and the correction of basic mistakes in work is paramount and is prioritised in all year groups and across all subjects. This includes punctuation, spelling, grammar (e.g. subject verb agreement, tenses, homophones) and handwriting. This should be age/ability appropriate (e.g. not selecting all spelling mistakes in EYFS). Teachers will target SEND and disadvantaged pupils when live modelling, live marking and when providing feedback.

The school has prioritised the focus on these fundamentals:

Focus on the fundamentals



Written marking and comments should be used where meaningful guidance can be offered i.e. when it has not been possible to provide this during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Ensure that time is provided within the school day for children to respond to written comments/feedback.



The stamping of the WALT (EYFS and KS1) and Learning Objective (KS2) using the agreed stampers (see marking symbols) will provide immediate feedback to the children. The WALT (We are learning to...) or Learning Objective (LO) will be stamped at the top of the pupil's work.

Pupils will use green editing pens to self-mark, peer mark and to edit their own work.

7. Subject specific marking

As stated in section 6, fundamental skills and the correction of basic mistakes will take precedence across all subjects.

Literacy books:

Planning and extended writing will be deep marked where appropriate to identify what the pupil has done well and to identify areas to improve.

Incorrect letter formation will be addressed and children will be held to account.

Jotters will not be marked as these are the children's jottings as part of their learning journeys.

Independent writing folders will not be marked but teachers will provide feedback in terms of targets for the pupils to improve.

Humanities/Science/Guided Reading/SPAG:

These books will be marked according to the statements set out in sections 5 and 6.

Retrieval mind maps and notes will not be marked as these are to be used by the children only to support with their retrieval.

End of unit assessments, which may take the form of multiple choices quizzes (MCQ), essays, posters etc. will be marked as these form the assessment of pupil learning in the topic.

As well as focussing on the fundamental skills, staff will also focus on the disciplinary skills of the subject they are marking and/or providing feedback for. E.g. When marking history work, teachers are to focus on disciplinary skills of an historian.



Art sketch books:

These books will be marked according to the statements set out in sections 5 and 6 with immediate verbal feedback and peer feedback being most likely to be used.

End of unit assessments will be marked as these form the assessment of pupil learning in the topic.

Maths books:

These books will be marked according to the statements set out in sections 5 and 6 using a range of feedback and marking strategies appropriate to the age and stage of the children.

Staff will address incorrect letter formation and hold children to account.

Self and peer marking is encouraged.

Maths jotters will not be marked at all as these are the children's own jottings of their Maths journeys.

8. Assessment

- Day-to-day assessment for learning. This is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. (See sections 5, 6 and 7)
- Retrieval assessment - Low stakes, regular assessment of the pupils' ability to retrieve and apply previously taught learning. This may take many forms including quizzes, cold calling, blanking out knowledge organisers, brain dumps, flash cards, explaining concepts to others, mind maps etc. These are aimed at strengthening long-term retention of learning so that new learning can be added to the pupils' schema.
- End of unit assessments. These may take the form of multiple choice quizzes (MCQ), posters, essays, presentations, speeches etc. These are used to assess the pupil's learning in foundation subjects to inform future planning.



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- Summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents. These include arithmetic, reasoning, spelling and reading tests.
- Statutory assessments are:
 - EYFS Baseline assessment, completed at the start of the school year
 - Phonics check near the end of Year 1, with the requirement to repeat it in Y2 if pupils do not meet the required standard.
 - SATs (Standardised Attainment Tasks) in Year 6 in Reading, Maths, Spelling, Punctuation & Grammar which are marked externally. Writing is assessed internally, across a range of independent pieces of work, and this may be moderated externally (at least every four years).
 - EYFS Profile (Early Years Foundation Stage) Early learning Goals
 - Multiplication Tables Check in Year 4 to check knowledge of times tables. This is completed online using iPads.

Moderation throughout school is regular and part of standard practice. Assessment - particularly in writing - is validated both within and between year groups, to ensure consistency and agreement in what constitutes ARE, GDS and WTS. Moderation of children's work also takes place across the local cluster of schools.

All staff are expected to provide up-to-date data and information on the children in their class. This data is recorded on Insight and used in pupil progress meetings to allow a professional dialogue between stakeholders.

9. Monitoring and Evaluation

The quality of Feedback, Marking and Assessment secured by this policy will be monitored, evaluated and resourced through:

- Lesson drop ins
- Learning walks
- Lesson observations
- Book scrutiny
- Pupil interviews
- Pupil progress reviews



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10. Inclusion

All children are entitled to feedback and have their work marked in accordance with this policy. Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean children with specific SEND pupils are given more verbal feedback with the use of visuals in line with their needs.

Governors (Signed) _____

Headteacher (Signed) _____

Date _____ December 2025

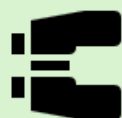
Review _____ December 2026



Appendix 1

Feedback and marking

Focus on the fundamentals



CL for proper nouns and
start of sentences



Basic punctuation
. , ? !



Legible handwriting following
Penpals scheme



Clear next steps and Step for
Depths



Target disadvantaged pupils
for live modelling and
detailed feedback



Appendix 2

The Review Feedback Code

Children will write the WALT / L.O. as a title, where appropriate.

Review Code	What does it mean?
	Learning Objective / WALT achieved. This will be stamped next to the child's WALT / L.O.
	Learning Objective / WALT is <u>not</u> achieved. This will be stamped next to the child's WALT / L.O.
	Intervention in the form of additional modelling and/or scaffolding is needed in order to support understanding. This will be stamped and either worked on with an adult or a specific written target may be given.
	Next steps are given in order to develop children's understanding and development. Next steps can be given to any piece of work, including those where the children have met the L.O. / WALT. Written next steps are more likely to be given in KS2. Next steps may be worked on together in KS1 and in EYFS they will be actioned through continuous provision.
SP	Children will be given spellings to repeat. In KS1 they will focus on HFW words. Words will be written 3 times in the margin. In KS2 children may be asked to use a dictionary to find the correct spelling and as they get more able, find the incorrect spelling independently.
✓	A single tick will be used to identify that a child has done something well in their work.
✓ ✓	A double tick will be used to identify something that a child has done from the success criteria / WILF.



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	A wiggly line means that something does not make sense in a child's work or they may have missed something out.
	Clarify something. This is more likely to be used higher up in the school.
	Stickers and reward points may be used by teachers to indicate that a child has excelled in a particular piece of work.

Where work has been supported, either by working with a partner, an adult or in a group, this will be identified with a stamp in the child's book.

Stampers used:

 Supported Work	 Verbal Feedback Given
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