



Marking and Feedback



Harefield Primary School

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Contents

1	The purpose of Feedback.....	3
2	The purpose of Marking.....	3
3	Types of Marking and feedback.....	3
4	Coding	3
5	Key Performance Indicators (KPI's).....	3
6	Self and Peer Assessment	3
7	WAL and INK	4



1 The purpose of Feedback

The sole purpose of feedback is to further a child's learning, through addressing misconceptions, reinforcing a skill or extending a child's understanding or ability. Feedback should enable pupil's to improve their work and encourage them to take some accountability for developing their work. All pupils should be able to answer two questions based on this: What are you doing well at? What do you need to do to improve further?

2 The purpose of Marking

At Harefield Primary School, we understand "that marking had become a burden that simply must be addressed" (DfE, 2016, Eliminating unnecessary workload around marking report) and as such, we do not want marking to be an onerous, purposeless task for teachers. The purpose of marking work, at Harefield Primary School is to remind pupils of key skills, spellings, grammar and punctuation, as well as providing positive feedback. We encourage and have a greater focus on live marking and verbal feedback, as we know that this is one of the most efficient and immediate responses to moving pupils learning on. Giving feedback verbally enables teachers to clarify and expand immediately, ensuring misconceptions are not embedded, and pupils can act on the feedback straight away.

3 Types of Marking and feedback



We encourage and expect our teachers to use their professional judgement to find the most impactful and appropriate way to feedback, to ensure they are moving the pupils learning on. This can be through a next step comment, verbal feedback, a surface mark, a stamp or highlighting, etc.

4 Coding

We do expect all teachers and support staff to code pupil's work where they have guided them or when verbal feedback has been provided, to support assessment, planning and progress, as follows:

- TA – when support staff have worked with the child
- CT – when the class teacher has worked with the child
- G – when the child has worked in a Guided group
- V – verbal feedback given

Visual images to support our younger pupils are also used, such as:

-  for a finger space reminder
- **C** for a capital letter reminder
-  for a full stop reminder

Teachers will make their symbols clear so that pupils understand them.

5 Key Performance Indicators (KPI's)

For independent "Writes" the teachers will assess the pupils using agreed key performance indicators; the critical key indicators of progress toward an intended result, to formally assess pupils writing. They will code specific parts of the writing that indicate where the pupil has applied the KPI's

6 Self and Peer Assessment

We also encourage self and peer assessment, as we understand the importance of self-assessment to give pupils more autonomy over their work. Peer assessment also improves pupils understanding and develops their metacognitive skills.



7 WAL and INK

We have recently introduced WAL and INK to our work at the beginning and end of the lessons, to ensure pupils know what the focus of their learning is for the lesson, and what they now know, at the end of the lesson.

- WAL – We Are Learning will be written next to the date, at the start of the lesson and will be underlined.
- INK – I Now Know will be at the end of the lesson, in a format that the teacher feels is appropriate. This may be recording INK in the margin, when the task shows the knowledge learnt, or may be an INK at the end of the lesson, that the pupil records. INK's will also be used for recaps and to evidence the building of the knowledge for the pupil over time and displayed on Learning Walls

Eg: - WAL: the key dates in the timeline of schools and what important changes happened INK: How to order and explain events on a timeline

