

Feedback and Marking Guidelines

Rationale

The purpose of marking and feedback at Norfolk House School is two-fold: it both supports formative assessment of pupils and creates purposeful feedback and dialogue in order to support individual improvement.

We believe that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve a goal
- Be specific, accurate and clear
- Seek to further develop the learner for future tasks
- Encourage and support effort
- Put the onus on the student to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions so that they can plan to address these in subsequent lessons

Alongside having a clear focus for feedback, at Norfolk House School, we recognise the huge importance of planning for how pupils will receive and use feedback, using strategies to ensure that pupils will act on the feedback offered. Pupils must be given the opportunities to re-draft or edit a task, apply subject-specific knowledge and skills to a different task or practise a specific skill in either the same or a different context following feedback.

Feedback at Norfolk House School takes the following forms:

Verbal Feedback:

- A significant part of feedback is completed in the moment and gives children an instant response
- Children will be part of the process and will discuss their learning
- In EYFS verbal feedback is given throughout the day to all the children in different contexts. The teachers and children provide feedback, through questioning and discussion.

Written comments:

- include questions where appropriate that encourage pupils to reflect further and create a dialogue between staff and pupil

Marking symbols (see appendix A) :

- these are a group of agreed symbols, appropriate to different age groups agreed by the staff and clear and familiar to pupils
- used to indicate improvements that should be made

Reviewed: summer 2024

Date for revision: summer 2025

Rachael Byrne: Director of Studies



Appendix A

Marking Codes F1-6	
Green pen	Teachers mark all work in green pen.
Pink pen	Children respond to teachers' verbal or written feedback in a pink pen.
VF	Teachers will write VF with a short note of the feedback only if it is unclear what feedback has been given. <i>It is not an expectation for teachers to write VF each time they give a pupil verbal feedback. This will be evident from the use of a pink pen.</i>
P	A 'P' in the margin signifies a punctuation error that the child needs to correct. <i>How explicit teachers are with the error e.g. underlining or highlighting where the punctuation is missing, is down to their discretion and what they believe the child can do.</i>
CL	'CL' in the margin signifies a missing capital letter. <i>How explicit teachers are with the error e.g. underlining or highlighting where the capital letter is missing, is down to their discretion and what they believe the child can do.</i>
SP	Spelling errors identified on should be spellings that are subject specific, common exception words or part of year group expectations. These can be underlined by the teacher to show which spelling the children should change. <i>F1-3- the teacher writes the spelling for the child and the child copies it three times</i> <i>F4-6- finds the correct spelling and then applies it in a sentence</i>
//	Teacher or pupil to write in books to identify where paragraphing should be.
EYFS	
Editing stickers Finger spaces Capital letters Full stops	Self assessment stickers for children. Children are provided with the stickers to reflect on their work and check whether they have included capital letters, full stops and finger spaces in their writing.
Magic pen (pink pen)	Where a child has been given feedback by an adult on a written piece they can correct it using their 'magic pen'. E.g. forming a number the correct way.