



## **Marking and Feedback Policy**

### **Philosophy and aims**

At Great Wishford we recognise the importance of feedback as part of the teaching and learning process. It should acknowledge the efforts and achievements of pupils and ensure the on-going development of their skills, knowledge and progress. By using a variety of methods, we endeavour to provide effective and relevant feedback to aid future learning and promote positive learning attitudes.

This policy is underpinned by the evidence of best practice from a variety of sources including the Education Endowment Foundation and the DfE whilst also reflecting the Acorn Education Trust's Marking Policy.

The Education Endowment Foundation research shows 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
- alert the teacher to misconceptions, so they can be addressed in further lessons

Our policy and practice is also influenced by the recommendation of the DfE in its research into teacher workload which emphasises that marking and feedback should be: meaningful, manageable and motivating. Indeed, we believe that feedback should efficiently aid, encourage and inspire future learning in a way which is not onerous. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### **Key Principles**

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Written feedback should only be used where it accessible to students according to age and ability
- Feedback should be delivered closest to the point of action so as to be most effective, and as such feedback should be delivered in lessons

- Children should receive feedback either within the lesson itself or it in the next appropriate lesson
- The 'next step' is usually the next lesson
- 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 and TAs at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books through our marking codes or reward stickers.

Within these principles, our aim is to make use of the good practice approaches (outlined in the EEF Toolkit) to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

*New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.*

### **Feedback and marking in practice**

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 comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

*Distance feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study*

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Gathering information and feeding back directly during teaching sessions, including during oral work, incidental writing, book work etc.</li> <li>• Takes place in lessons with individuals/small groups/whole class.</li> <li>• Often given verbally for immediate action.</li> <li>• Can be from any teacher/teaching assistant to provide support/further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of pupil editing in purple pen in response to verbal feedback</li> <li>• Evidence of pink progress marking</li> </ul>

	<ul style="list-style-type: none"> <li>• May or may not include annotations according to the marking</li> </ul>	codes/comments for improvement.
Summary	<ul style="list-style-type: none"> <li>• In the form of self or peer assessment. Should involve the LO for the lesson and perhaps involve the success criteria.</li> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often includes whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul> <p>Pre / Post teaching addressed by either the T or TA as an individual or a group enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished.</p>	<ul style="list-style-type: none"> <li>• Lesson observations/Learning walks</li> <li>• Some evidence of self and peer assessment (purple pen)</li> <li>• May be reflected in selected focus review feedback</li> <li>• Weekly plans edited to show changes in Learning Objectives following review marking</li> </ul>
Review feedback (The next step is the next lesson)	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching.</li> <li>• May involve written comments/annotations for pupils to read/respond to.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaption of future lessons through planning, grouping or adaption of tasks.</li> <li>• May lead to targets being set for pupils' future attention</li> <li>• Must have time allocated for response to marking</li> </ul> <p>Pre / Post teaching addressed by either the T or TA as an individual or a group enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished.</p>	<ul style="list-style-type: none"> <li>• Lesson observations/Learning walks</li> <li>• Evidence in books of pupil editing and redrafting their work in purple pen in response to pink progress teacher comments</li> <li>• Weekly plans edited to show changes in Learning Objectives following review marking</li> </ul>
<i>Distance feedback</i>	<i>Next lesson memory quizzes Jigsaw piece completion</i>	<ul style="list-style-type: none"> <li>• <i>Quizzes to start next lesson</i></li> <li>• <i>Curriculum jigsaw pieces</i></li> </ul>

### Written marking / review feedback

Any written marking or comments should be effective, efficient and relevant. Pupils must fully understand the method of marking being used and how that can inform and aid their future learning: they must have an understanding of, 'where am I in my learning?', 'where am I going?' and 'how do I get there?'.

Written marking should use coloured pens to enable children to make sense of comments:

PINK 'PROGRESS' PENS: teachers to use pink ink to provide scaffolds/reminders for future learning and next steps or challenges.

GREEN 'GOT IT' PENS: teachers to use green ink to celebrate progress towards objectives.

PURPLE 'PERFECTING' PENS: pupils will respond directly to comments and next steps in purple. Peer and self marking will also be completed in purple.

Marking notation should follow the school's guidelines (appendix 1) with slight adaptations for different age groups. There is no requirement in terms of frequency of written marking. In most cases, written comments will be used for extended pieces of written work or extended tasks. These will allow the children's efforts and achievements to be recognised (green) and provide further guidance for future learning (pink). Whole class or group feedback sheets may also be used instead of individual written comments (an example is given in appendix 2 which can be adapted to suit the purpose of the task/year group etc.).

### **Use of stickers**

All staff can use stickers and stampers as part of review feedback across all subjects of the curriculum. Stickers and stampers can be used to celebrate work which meets the success criteria or for progress towards targets. They can be awarded in books as part of all feedback and marking.

Children should be encouraged to recognise and celebrate success in their learning rather than just aiming for rewards.

Parents and carers will have access to view pupils work during specified parents' evenings throughout the academic year. Parents and carers have an opportunity to make comments through the reading diaries.

### **Monitoring and evaluation**


Marking will be moderated periodically (SLT and whole staff meetings) to ensure consistency and impact upon children's progress. Judgements will be made based on how effectively feedback and marking is allowing pupils to have a positive impact on their own learning.

## **Appendix 1 Year 2-6 Marking and feedback Code (to be displayed in classrooms)**

 Correct

 Incorrect

**CL** Capital letter

 Missing punctuation

**H** Letter formation / Handwriting

**Sp** in the margin and underline mistake (year 2 and 3)

**Sp** on same line and in margin spelling mistake (year 4, 5 and 6)

**I.....I + ? in margin** Grammatical error/doesn't make sense

**//** Start a new paragraph

**T** Tense

**W** Word choice

**^** Omitted word (check and add in)

### **Codes for assessment**

**ST** Supply teacher today (to be written in top right of page)

**S** Supported work

**WT** Verbal feedback (written by the teacher or TA providing immediate feedback)

**PA/SA** Peer assessed/Self assessed (written by the children completing marking and feedback)

**LT** Let's talk about this (to be used in review feedback to discuss a misconception or individual learning target)

**INTERVENTION** A stamp to show pre/post teaching in response to marking and feedback

### **Rewards**



Learning Point

### **Year R-1 Marking and feedback Code (to be displayed in classrooms)**



Correct



Incorrect



Finger space



Missing punctuation (with verbal feedback to guide to what is missing)

**H**

Letter formation / Handwriting

**Ph**

Check phonics (written next to incorrect phoneme choice)

**Sp**

Spelling (next to word and word spelt correctly by teacher)



Adjectives/Verbs (linked to specific grammar point being taught)



Learning Point

**INTERVENTION** A stamp to show pre/post teaching in response to marking and feedback

### **Codes for assessment**

**ST** Supply teacher today (to be written in top right of page)

**I** Independent work

**S** Supported work

**P** Paired or group work

**WT** Verbal feedback (written by the teacher or TA providing immediate feedback)

## Appendix 2

The following is an example of a whole class/group feedback proforma. It may be adapted for the purpose of the task/year group. It may be used for your own teacher records/prompt or for the pupils to view (either shared as a whole class on the board, stuck in books etc.) It is at the teachers' discretion to make choices about how feedback is going to most effective for the pupils in their class.

<b>Work to praise and share</b>	<b>Need further support</b>
<b>Presentation</b>	<b>Basic skills errors</b>
<b>Misconceptions</b>	<b>Next lesson notes</b>