

## **Broad Chalke CE VA Primary School**

### **Feedback and Marking Policy**

#### **Mission Statement: With the love of God we learn, care, grow and share**

We recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) 'A marked improvement' 2016, A review of the evidence on written marking'. The EEF 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
- be **meaningful, manageable and motivating**.

The EEF study also found, 'The suggestion that faster feedback is more valuable is consistent with studies of verbal feedback that indicate that learners find it easier to improve if their mistakes are corrected quickly' and 'The burden of marking on teachers was also noted by the 2016 report of the Independent Teacher Workload Review Group, *Eliminating unnecessary workload around marking*. It suggested that providing written feedback on pupils' work has become disproportionately valued by schools, and the quantity of feedback has too often become confused with the quality. The group noted that and there is no 'one size fits all' way to mark, instead recommending an approach based on professional judgement'.

#### **Key Principles**

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

- the sole focus of feedback and marking 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;
- written comments are only used where they are accessible according to age and ability;
- feedback delivered closest to the point of teaching is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided to 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 written work should be acknowledged in some form in readiness for the next lesson.
- the emphasis of marking should focus on the content with regard to the learning objective.
- stickers and stamps may be used as feedback tools for both reward and encouragement.

Within these principles, our aim is to make use of the good practice approaches outlined by 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.

#### **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 (this may be whole class feedback).**
- 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 emphasis on the provision of immediate feedback. These practices can be seen in the following ways although there may be some overlap:

Type	What it may look like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Teacher gathering feedback from teaching, including mini-whiteboards, books etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Given verbally to pupils for immediate action.</li> <li>• Use of a teaching assistant to provide support or further challenge.</li> <li>• The adult re-directs the focus of the teaching.</li> <li>• Annotations in line with the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Seen during lesson observations / learning walks.</li> <li>• Some evidence of annotations or use of marking code seen in books.</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Often takes place at the end lesson or activity.</li> <li>• Often involves whole groups or classes.</li> <li>• Evaluation of learning in the lesson.</li> <li>• Self or peer assessment against an agreed set of criteria.</li> <li>• May guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Seen during lesson observations / learning walks.</li> <li>• Some evidence of self and peer assessment seen in books.</li> </ul>
Review	<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 adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• May lead to targets being set for pupils' future attention, or immediate action.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work using marking code / written comments.</li> <li>• Adaptations to teaching seen in action in relation to planning.</li> <li>• Adaptations to groups in class.</li> <li>• Using our tracking system to track children's attainment against objectives and guide future plans.</li> <li>• May include 1 to 1 review with pupils</li> </ul>

### **Peer Marking**

When a child makes a mistake in spelling they should be trained to cross it out with one line. In KS2 pupils self-marking or marking one another's work is often used as part of the learning as this also provides immediate feedback. Children in Y2 – Y6 are encouraged to traffic light their work to give feedback to the teacher.

### **Marking Code**

In Foundation Stage & KS1, the marking code may be used for 'review marking' where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In KS2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide 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. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed 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. The core of this code is set out below, although additional age-appropriate elements may also be included. Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work. The marking code should be on display in all classrooms.

Ratified by FGB:       October 2014  
 Reviewed:               Autumn 2015, Spring 2017  
 Date for review:       Autumn 2020

Our policy is based on a policy from Edgeware Primary School, Nottinghamshire.

## ASSESSMENT FOR LEARNING MARKING CODES



Marked by the teacher or teaching assistant (supply teachers to initial).  
Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome.

x or •

Incorrect response (a cross but a dot if there will be an opportunity to correct)  
Work which needs further attention or displays an error or misconception (e.g. poor word choice; specific error in calculation, etc.)

RN

Reinforcement needed



Lack of capital letter OR lack of end of sentence punctuation



OR 😊 Good vocabulary choice etc.

^

Omission

//

New paragraph needed here

/

New sentence needed here

sp



Incorrect spelling underlined.

This will used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 this may be accompanied by the corrected spelling. In KS2, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed). In a drafting process the code 'sp' will have to be at the END OF THE PARAGRAPH instead of underlined (in line with the interim framework for assessment).

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Doesn't make sense



Next steps (used for writing tasks which require deep marking)



In EYFS and Y1 the adults use a traffic light system with:

Red pencil to indicate adult intervention;  
Amber pencil to indicate some adult support;  
Green pencil to indicate independent work.