Eastborough J I & N School

Feedback and Marking Policy

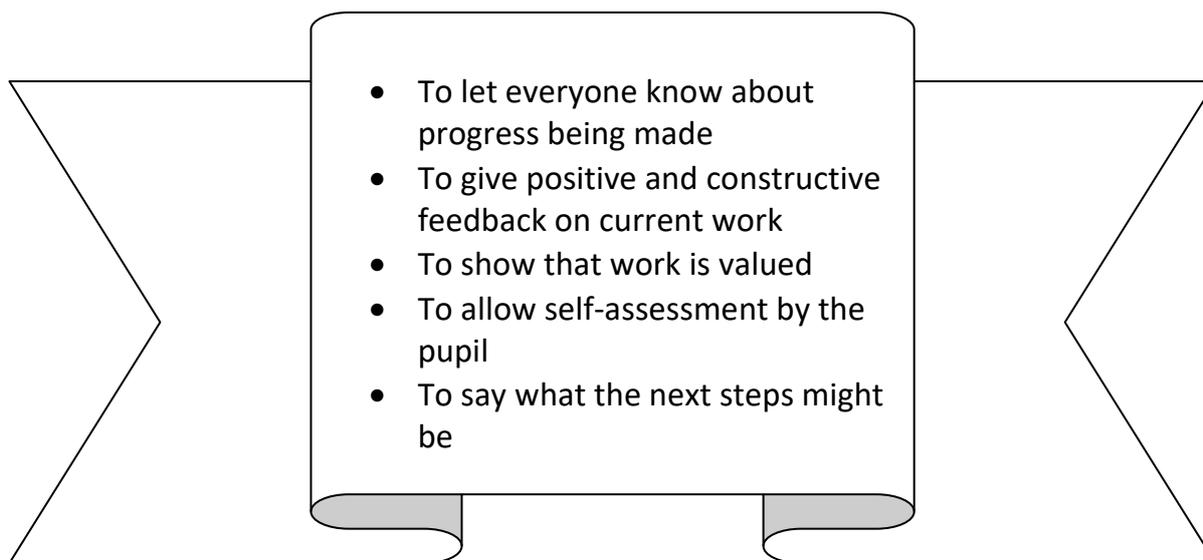**Reviewed and updated: November 2018**
Due for review: November 2019

Aims

This policy is written with the intention that all feedback and marking at Eastborough School should be purposeful, informative, clear, useful and manageable. As a result of this policy there will be greater consistency in the way that feedback is given and children's work is marked across the school.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Why do we provide feedback?

- To let everyone know about progress being made
- To give positive and constructive feedback on current work
- To show that work is valued
- To allow self-assessment by the pupil
- To say what the next steps might be

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

How do we provide feedback?
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 stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book 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 task • May include annotations according to the marking code (see 'How I Mark Your Work').	• Lesson observations/learning walks • Some evidence of annotations or use of marking code
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes	• Lesson observations/learning

	• Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/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	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future plans/steps

The stages are deliberately ordered 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. Often, the class's Eastborough Expects boards will be used to support this feedback (for example providing support for High Frequency Words, punctuation examples, topic vocabulary, examples of calculations etc.). Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

When providing written feedback, teachers will work in blue pen and other adults will work in purple pen and add their initials. It is important that an adult's written marking is neat and that it sets a good example to the pupil. Peer marking and editing by a child should be in green pen.

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks against learning objectives.

In Foundation Stage staff will make observational notes in pupil's books while working with children. These notes, along with colour-coded learning objectives for the activity, will allow staff to assess children's work, track progress and identify strengths and next steps. These notes are not intended as 'marking' or to guide the children directly.

In Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see 'How I Mark Your Work'). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, 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 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. A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which uses symbols codes set out below, although some additional age-appropriate elements may be included in some phases of the school.

Green Pen Time
Time will be provided in KS1 and KS2 for children to respond to comments made in the marking, to improve their work or to practise based on the suggestions that have been made.

Teachers oversee the child's 'green pen time' and acknowledge/respond to it with a blue pen to indicate that they have seen it.

How I Mark Your Work

_____	Spelling Mistake	I like skool.
∿∿∿	Check it makes sense or I'm not sure what this means	I a lot like school. ∿∿∿∿
◯	Needs a capital / lower case letter	I live in dewsbury. I Live in Dewsbury.
//	New paragraph	I live in Dewsbury. // The reason for moving house…
◯	Punctuation error / check punctuation	Would you like a biscuit I bought bread milk and tea.
∧	Letter / word missing	I lke school. ∧
✓	Evidence towards learning objective	The naughty dog. ✓
✓✓	Learning objective met	LO: To use adjectives to improve sentences ✓✓

What these codes mean

S	Supported	The child was supported by an adult to complete this activity.
I	Independent	The child has completed the activity independently.
VF	Verbal Feedback	An adult has given verbal feedback to the child during the activity.

Green pen thinking time

Power to the pen holder…

1. Look back at your last piece of work. Read any comments written in your book.
2. Use a green pen to complete or correct any work, add anything missing or respond to any challenges or comments.

KEEP CALM AND USE YOUR GREEN PEN