



Marking and Feedback Policy

Policy Tracker – Responsibility for monitoring this policy:			
Headteacher			
Date	Reviewed By:	Role	Date Approved by the Governing Board
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1. Introduction

At Priory Primary School, we recognise feedback as an integral and important part of the teaching and learning cycle. High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone (Education Endowment Foundation, Feedback, 2018).

Our aim is to create a culture of rich and effective feedback between teachers and pupils, in order to support great learning, using approaches which research and evidence suggest are the most useful and thus maximising the effectiveness of its use in our practice.

Our Policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. We also recognise the significant demand that written feedback can take and therefore seek to make the most effective use of teacher and support staff time. In order to do this, we are mindful of the findings of the Independent Teacher Workload Review Group, March 2016.

2. Principles

Effective feedback should:

- Redirect or refocus either the teacher's or the pupil's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons;
- Take place at the earliest opportunity to have the greatest impact on learning: feedback delivered in lessons is more effective than comments provided at a later date;
- Be given where there is time and opportunity for pupils to respond to the feedback they have received;
- Look different in different year groups across the school and be 'age-appropriate';
- Written feedback should be meaningful, manageable and motivating.

3. Types of Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to adjust their teaching. The timing of feedback can be categorised into the following three stages:

- **Immediate feedback** – takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
- **Summary feedback** – which may take place at the end of a lesson or shortly after, often as part of a plenary, for example. It may involve some form of self or peer assessment.
- **Review feedback** – takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This, in turn, informs

planning for future learning opportunities, which may include written comments or the use of annotations to focus on the next steps for individuals or groups. (**Appendix 1: What does feedback look like in practise?**)

4. Feedback in Practise

The sole focus of feedback should be to further pupils' learning. Teachers evaluate the work that pupils undertake in all lessons and use information obtained from this to allow them to adjust their teaching. Wherever possible, we emphasise the importance of within the lesson, verbal feedback, as we know this is the most powerful feedback for our pupils. This process is then supported by our 'Feedback Sheets' (**Appendix 2: Feedback Sheet**). Teachers gather information about how all pupils are doing throughout each lesson and this is recorded on a single feedback sheet. These are then used to inform 'Re-Act' time.

All pupils should feel that their work is valued and celebrated by their teacher and other adults that they work with. Although this policy aims to reduce the amount of written comments made, we still expect that teachers spend time reading pupil's work carefully, in order to understand each pupil's needs to inform future teaching (this is recorded on the 'Feedback Sheet'). During Re-Act Time, teachers use their feedback sheets to comment on the class work, this includes celebrating successes as well as misconceptions/errors.

In each subject area, every pupil should have an even balance of the following:

- Adult marked work;
- Self-assessed/improved work;
- Peer assessed/improved work;
- Acknowledged with whole class feedback provided.

This will vary according to stage of learning that the pupils are at and what they are learning. The expectation is, that **over the course of a term, pupils will benefit from a balance of all four styles.**

5. Written Feedback

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes (**Appendix 3: The Minimal Marking Triangle**). Written marking by adults should take the following forms, as appropriate to the learning:

- Marking is related directly to the learning question/success criteria;
- Teachers and support staff are expected to use green coloured pen and model Kinetic Letter handwriting when marking pupil work. PPA and supply teachers mark in black;
- Teaching Assistants, working with groups, can mark work under direction of the class teacher;
- Pupils are expected to edit and correct using a purple coloured 'Polishing Pen';
- The use of green pen/highlighter is used to promote positive aspects;
- Codes are used to highlight errors/mistakes;
- **Careless mistakes** should be marked differently to **errors** resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. The core feedback codes are set out in **Appendix 4: Marking Codes**;
- At the end of written feedback, a next step can be given. This could be:

- An open question, specifically related to the LQ, enabling pupils to think about next steps;
- A correct example given by teacher, followed by an example(s) that the pupil completes;
- A request to do some corrections (with evidence that the pupil has attempted these).

6. Self-Assessment/Peer-Assessment/Improvement

In line with developing growth mindsets, we need to embed a culture of review and improving work, frequently. Self-assessment/improvement happens when pupils are asked to reflect on their own work. Pupils are encouraged to think about their understanding throughout their lessons and show their developing understanding through Assessment for Learning (AfL) strategies such as thumbs up, help needed cards, whiteboards etc).

Planned time should be given to self and peer-assess (e.g. after a mini-plenary, before a plenary or at the beginning of a lesson or after some detailed marking has taken place). There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place, pupils should use their purple 'Polishing Pen'.

Pupils need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to learning. Teachers must be conscious of 'checking' the quality of peer and self-improvements made by pupils.

7. Re-Act Time

In Re-Act Time, pupils receive whole class feedback about the class strengths and areas for development and direct teaching to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses. Where individual pupils have done particularly well or there is a misconception it will be used as a teaching point. This information will be gathered using the 'Feedback Sheet'.

Pupils should have the opportunity to respond appropriately as determined by teachers. Presentation issues and the application of handwriting should also be picked up regularly through this process. As part of Re-Act Time, follow up tasks may be set. These may require pupils to reflect on learning, broaden their understanding or apply their knowledge.

Some pupils will need more support than this in order to be successful at improving their own work. As with all intervention, teachers should always seek to use the minimal level possible; only escalating to the next level if the pupil still needs further support. Some pupils may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment or symbol alerting them that there are some missing full stops, without telling them how many or where. This would be in addition to, and not instead of, the teacher modelling. Where mistakes are deeply entrenched, the teacher may need to do some direct work modelling how to overcome these.

Teachers should begin with the assumption that all pupils can work independently given effective prior input and only increase the amount of intervention if the pupil is really struggling without it.

8. Marking in Early Years Foundation Stage (EYFS)

In the EYFS, marking and feedback strategies include:

- Verbal feedback;
- Pupil's voice;
- Praise, stickers and stamps;
- Learning Journeys and observations;
- Parental engagement.

Verbal Feedback

Staff provide constant verbal feedback to all pupils. Adults talk to pupils about their learning and their next steps. Through verbal feedback, teachers praise, correct misunderstandings and extend learning by providing next steps. In Reception, all marking and feedback is shared with pupils verbally.

Written Feedback

EYFS staff follow the whole school policy for written feedback in English and Maths books. Next Steps are shared with pupils, verbally and pupils respond to this feedback, immediately.

Reflection

In Reception, at the end of lessons, (Literacy, Maths and Child Initiated Learning), teachers guide pupils to reflect on their learning in the lesson and the learning style they have used. The pupil's picture is placed onto the Dinosaur Board which best reflects the learning style applied in the lesson:

- **Thinkodocus** – I think carefully about what I learn;
- **Solveasaurus Rex** – I work hard to solve problems;
- **Shareadactyl** – I share my ideas and resources;
- **Askaraptor** – I ask questions and find out things;
- **Tryatops** – I try my best and never give up;
- **Stickosaurus** – I stick at tasks and persevere.

Pupil Voice

EYFS staff use effective questioning and discussion to encourage pupil voice. Staff record pupil reflections on learning, opinions, likes, dislikes, feelings and emotions. Staff listen carefully to the information that pupil's share. Pupil voice is recorded in purple pen in Learning Journeys, English and Maths books.

Praise, Stickers and Stamps

Praise, stickers and stamps are given for positive reinforcement of a pupil's learning and achievements.

Learning Journeys and Observations

Observations underpin all aspects of Early Years practice. EYFS staff observe and listen to pupils to find out about how they are developing, what they like doing and what they are learning through their play and next steps. Staff observe pupil choices, interests, likes, dislikes, who and what

resources they enjoy playing with. Observations take place as part of daily routines. Observations during child-initiated learning are recorded on **purple observation slips** and observations during adult-led learning are recorded on **green observation slips**.

Parental Engagement

It is essential that parents/carers have knowledge about their child's learning and development. Learning Journeys have an inside cover explaining the key used. This inside cover explains the codes for the areas of learning and the age-related expectations throughout the year. Parents can view their child's Learning Journey at any point during the school year. Learning Journeys are also shared during Parents' Evenings and Learning Journey Drop-In Sessions. Parents/carers are regularly encouraged to fill in 'Parents as Partners' slips. These slips provide an opportunity for parents/carers to share something they are proud of regarding their child's learning.

Time for Twos and Nursery

In Nursery and Time for Twos, the role of the adult is to give children verbal feedback that praises children's learning and behaviour and extends children's thinking further. Key workers are available to discuss children's learning and behaviour with parents/carers and parental contributions are included in Learning Journeys. The characteristics of effective learning are included on Time for Two's and Nursery Observation Slips. This encourages practitioners to reflect on individual children's styles of learning and supports staff with planning for children's next steps.

9. Moderation

It is expected that in year group moderation will occur regularly throughout the academic year. This will be in Phase and Staff meeting time.

10. Monitoring

Feedback and marking will be monitored by the Senior Leadership Team and Phase Leaders through pupil books, planning, professional discussions between teachers and leaders, lesson observations/learning walks.

Appendix 1

What does feedback look like in practise?

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Teachers gathering information from feedback at point of teaching e.g. verbal responses, mini-whiteboards, thumbs up/middle/down, book work • Can be delivered to individuals, groups or the whole class • Often given verbally • May be given by teaching assistants, other adults or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Improvements in books through editing or further working • Pupil Voice • Planning
Summary	<ul style="list-style-type: none"> • Takes place at the end of the lesson or activity • Often involves multiple children, groups or whole class • Provides an opportunity for evaluation of learning • Could be peer or self-assessment • May involve strategies such as 'exit' questions. • May guide a teacher's further use of distance feedback, focusing on areas of need or particular interest. 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Improvements in books through editing or further working • Pupil Voice • Planning
Review	<ul style="list-style-type: none"> • Takes place away from point of teaching • May involve written comments for pupils to read or respond to • Provides opportunities for assessment of understanding • May redirect focus of future lessons and/or targets being set 	<ul style="list-style-type: none"> • Adaptations to future lessons • Written comments and appropriate actions taken

Appendix 2

Feedback Sheet

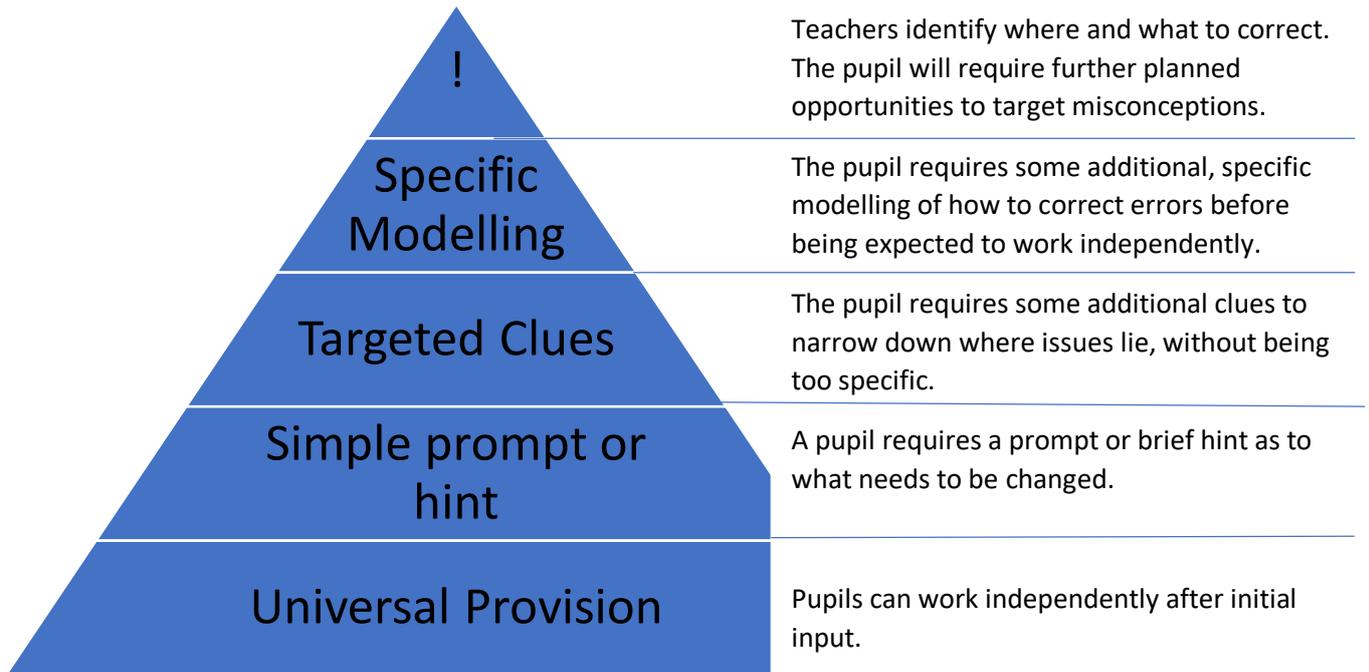
Date.....

Lesson.....

Next Steps in Learning	Misconceptions	
	Gaps in Learning	
Pupils Attaining/Performing well	Pupils Requiring Further Support	
Good examples of pupil work to share with the class next lesson	Spelling/Grammar/Vocabulary	Incomplete work

Feedback Sheets are completed every lesson in the absence of more detailed written feedback.

The Minimal Marking Triangle



Appendix 4

Written Feedback Codes

ITP (1.2.3)	For SEND pupils only. Write ITP target and the target number in the margin where there is evidence of the pupil making progress towards their ITP target.
sp	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured already, or represent a pupil's next step in spelling development. In KS1, this may be accompanied by the correct spelling and pupils may be asked to write out the correct spelling underneath the piece of work. In KS2, this may be used in the margin with pupils being expected to find the error and correct spelling using a dictionary, word mat etc.
	At the end of a piece of work (when marked in detail) The Next Step indicates what further action needs to be taken to consolidate or develop the pupil's understanding.
PA (name) SA	PA (name) indicates the piece of work has been peer assessed/improved by (name) SA indicates the piece of work has been self-assessed/improved.
//	New line or paragraph needed here. In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate location (with support where necessary).
^	Missing word(s) or letter(s). In KS2, this may be identified explicitly or used in the margin with pupils being expected to find the appropriate missing word(s) (with support where necessary).
p/g	Punctuation/grammar error. This will be used selectively when marking work, focussing on punctuation/grammar which should either have been secured already, or represent a pupil's next step in their development. In both KS1 and KS2, this may be accompanied by the correct punctuation/grammar or the pupil will be expected to find the error and make the necessary correction themselves (with support where necessary).
	(A wavy line) Word use can be used for incorrect word or a word that needs improving. Eg: In the distance, Fred could just make out a <u>big</u> ship.
	The use of green pen/highlighter is used to promote positive aspects within a piece of work.