

FEEDBACK & MARKING POLICY

- 1.1 At our school, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.
- 1.2 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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
- 1.3 Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Edgewood has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. 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.

2. Key Principles

- 2.1 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 should only be used where they are accessible to students according to age and ability;
 - feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
 - feedback is provided both to teachers and 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 pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- 2.2 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.

3 Feedback and marking in practice

3.1 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)

3.2 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.

3.3 In school, these practices can be seen in the following approaches:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • 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 highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • 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 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Scheduled catch-up teaching based on assessment • Some evidence of self- and peer- assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 groupings

4. Marking Approaches

In Foundation Stage & 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 end of policy for marking code & symbols). 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 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.

Policy approved by Governing Body on

Signed position

Policy due for review July 2021

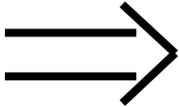
Marking Code

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 using our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Our system for marking work	Examples
<p><u>Using highlighting or underlining with coloured pens to identify success and next steps:</u></p> <p>GREEN means 'great' work</p> <p>PINK means I need to 'polish' my work</p>	<p>Interestingly, the bearded billy goat is....</p> <p>Or</p> <p>The house, <u>being dark and creepy, looked</u> like...</p> <p>Polishing Pens (in purple are used to edit children's work)</p>
<p><u>Spelling mistakes:</u></p> <ul style="list-style-type: none"> • These are selectively highlighted and at an appropriate level. • children are encouraged to segment and blend with an adult, use dictionaries, iPads, visual displays and/or word mats to correct them. • A pink 'wiggly' line will be used to identify incorrect spellings. 	<p>Today I <u>wnt</u> to the <u>bee</u>ch</p>
<p><u>Punctuation marking progression:</u></p> <ol style="list-style-type: none"> 1. Write missing punctuation in with pink pen. 2. Circle missing punctuation, where it should be placed - correct the mistakes using a 'purple polishing pen'. 3. Use the margin on the page to indicate incorrect missing punctuation. 4. At end of piece of writing more able children may be asked to identify and correct their own punctuation. 	<p>we are going to the park ■</p> <p>Off he went home o the next day...</p>
<p><u>Omissions:</u></p> <ul style="list-style-type: none"> • If a word or phrase is missing, insert an arrow to indicate where the omission is. If possible put a few words in so the pupil can see where he/she has gone wrong. 	<p>The cat is sitting and <u>on</u> the mat.</p>

<p><u>Maths:</u></p> <ul style="list-style-type: none"> A traffic light system will be used to indicate how well a pupil has achieved the objective. Green = Objective achieved, Amber = Almost there, just a few mistakes, RED = Need to re-visit this. Where possible and appropriate, children will self-mark and evaluate their progress. Ticks and crosses are used although if it becomes obvious that a child has completely misunderstood a concept, the teacher will make a note instead of a cross by every wrong answer. 	<p>45 + 32 = 74 ✗ 72 - 22 = 50 ✓</p> 
<p><u>Marking colour:</u></p> <ul style="list-style-type: none"> Teachers to use a colour that will stand out against the pupil's work so that it can be easily identified. 	
<p><u>Children responding to marking:</u></p> <ul style="list-style-type: none"> Teachers must give pupils the opportunity to respond to comments/ make corrections within a piece of work as soon as possible. Ideally work will be returned at the earliest opportunity for the given subject. Time is given in lessons for children to read and respond to the teachers marking. Children will be expected to respond to next steps using a purple 'polishing pen' where appropriate. 	 Add your punctuation <p>e.g. Peter went out. He...</p>

Codes the Teachers and TAs use

<p>We have worked on our own (Independent work)</p>	
<p>We have had some help from the TA or teacher.</p>	
<p>What we need to do to improve our learning (Next Steps).</p>	
<p>Sound this word out.</p>	
<p>Remember to use a finger space.</p>	
<p>Try to improve your handwriting.</p>	<p>abc</p>

