

<b>POLICY NAME:</b>	<b>Marking and Feedback Policy</b>
Frequency of review:	Every 2 years
Reviewed On:	January 2022
Reviewed By:	Kerry Darby/Louise Scott
Next review (date):	January 2024

At The Pines, 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.

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 regularly and sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell learners when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we aim to 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.

### **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 should only be used where they are accessible to children 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 children in lessons, allowing them to make good progress.
- **All** children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books using either initials or a tick.

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
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 children. 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.

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<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 completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

## Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or ticking success criteria.

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. 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 children 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.

Non-negotiables such as some spellings and punctuation will be under-lined so that children can edit their work.

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes.











#### The Pines Marking Guide:

- Marking should be done in **green pen**
- Children can edit and improve using a **blue pencil** (Year 2 summer term up)
- All work is acknowledged/marked (on the day/session completed)
- Non-negotiables are always corrected. e.g. full stops, key words (underlined so pupils can self –correct) VF - stands for verbal feedback
- **All** children will have more in-depth marking once a week for English and Maths. This will be aimed at supporting the children to further the progress with their learning. This will be through extra support/scaffolding or an additional challenge where the learner is exceeding the planned learning objective.
- **English Cold writing** tasks are used to inform teacher’s planning of a writing unit. Therefore will not include in-depth marking.
- **English Hot Writing** tasks will include a Success Criteria/Marking Ladder created by the children and the class teacher for a writing unit. This will be used by the child and the teacher after a hot write so they can assess if they have achieved the learning objectives for that writing unit. (Example attached)
- **Maths** will have a ‘next-step’ within marking once a week for each child.


#### Pines Marking Code:

Code	Description
I	Independent



	Supported
	Working towards
 	Verbal feedback
 	Next Step
	Full stop
	Capital letter
	Missing word/letter etc
<u>Underline word for spelling or for missing punctuation.</u>	Children to correct in margin or within sentence for punctuation using blue pencil.
	Correct Double tick for something done really well or evidence of the learning objective.

Marking Ladder Example:

	Ch	T
Punctuation <b>A</b>  .		
Address <b>The Pines</b> <b>Red Lodge</b>		
Date <b>7<sup>th</sup> December</b>		
Greeting <b>Dear/To</b>		
Introduction <b>I am writing to you</b>		
Important information <b>I would like...</b>		
Conclusion <b>Thank you...</b>		
Sign off <b>From</b>		
Name <b>Miss Duker</b>		
Use of word mat 