

## Quality Feedback and Marking Policy



At Spetisbury Primary, 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 sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils 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 have 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.

The whole school received training from Claire Gadsby on Effective Assessment for Learning which also underpins and supports the principles within this policy.

### **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 pupils 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. When work is reviewed, it should be acknowledged in books with the teacher's initials.

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 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.

At Spetisbury Primary, these practices can be seen:

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>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations or use of marking code/highlighting</p>
<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>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer- assessment</p> <p>May be reflected in selected focus review feedback (marking)</p>
<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>	<p>Acknowledgement of work completed (initials)</p> <p>Whole class analysis notes</p> <p>Lesson observation – of impact of input using whole class analysis</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>

## Marking Approaches

- We have agreed that teachers will mark the work in **Pink and Green Ink**
- Children will neatly and legibly edit their work using a **Purple Pen**.

All work will be acknowledged in some form by class teachers.

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.

### **Whole Class Analysis and Feedback**

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers initial each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid. (example below)

After the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

 <b>Work to Praise and Share</b>	 <b>Need Further Support</b>
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanim, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
 <b>Presentation</b>	 <b>Basic Skills Errors</b>
<p>Great</p> <p>Show Sophie's book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book</p> <p>Spellings –</p> <ul style="list-style-type: none"> <li>• <i>extraordinary</i></li> <li>• <i>unconscious</i></li> <li>• <i>symbol</i></li> </ul> <p>Teach and check with mini-whiteboards</p>
 <b>Misconceptions and Next Lesson Notes</b>	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

### Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.

For example:

*'I like this part, but have you thought of...'*

*'What made you use this word/phrase/ connective/simile/metaphor and not another one?'*

*'The best part is when you...'*

*'I think that next time you ought to think about...'*

*'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'*

Editing does not need to be done for every piece of writing.

## Target-setting

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. Pupils should be able to articulate a target for each core subject.

There is no expectations that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account a of a child's needs and progress.

## Subject specific vocabulary

When marking work in a subject such as science, teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Teachers are aware that different subjects may necessitate different forms of marking and assessment.

## 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 through the use of 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.

### Annotations used in all classes

**(all shapes and symbols must be used consistently across the whole school).**

V = verbal feedback given

I = independent work

tp = team point awarded

✓ = something is correct / progress shown (**pink**)

X, \_ or ● = that something is wrong (**green** ink must be used here)

✓ = used next to the LO to demonstrate the objective has been learnt (**pink**)

○ ST = Supply Teacher

**The following should be entered in green:**

○ = spelling mistake

/ = new line for speech

// = new paragraph

○ = missing punctuation e.g. full stop, capital letter

? = unable to decipher word/phrase

\* = shows where to write improvement

Λ = missing word

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