FEEDBACK AND MARKING POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL

At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

Aspiration   **W**isdom   **E**ndurance

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At St Margaret's Church of England Primary school, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximize 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 feedback approach aims to promote effective feedback in the classrooms in a consistent way across the school whilst allowing teacher professional judgements to always takes precedence. Teachers are best suited to know the appropriate feedback required by their specific learners and the right time and method to give this to pupils. Children should be able to verbalise how they receive feedback on their learning in different lessons and what their strengths and areas to develop are.

Monitoring will always focus on the effectiveness of feedback given to pupils to promote good progress and not on the quantity of written marking and comments evidenced in work books. The following policy sets basic expectations for the school which can be adapted for use in the classroom by teachers alongside their pupils.

Exploring the research:

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research recommends that effective feedback should:

- Be based on the foundations of high-quality instruction
- Is timed appropriately focusing on moving learning forward
- Be positively received by pupils
- Be a combination of written and verbal based on learner need
- Encourage and supports further effort
- Provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Teachers at St Margaret's have been trialing different methods of feedback and alternatives to onerous written marking. The DfEs expert group emphasise that marking should be:

- Meaningful, manageable and motivating. We have also taken note of the advice provided by the NCTEM (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 and aims of the feedback policy:

- To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially.
- To allow pupils to access feedback that supports them in making progress
- The sole focus of feedback and marking should be to further children's learning
- 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 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

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 future teaching and lesson sequences. 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 where appropriate)

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 a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching or for the teacher to make summative assessment decisions about pupils. At St Margaret's, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate feedback	• Includes teacher gathering feedback from teaching including mini-whiteboard work, pupil verbal answers in lessons, pupil workbooks etc • Takes place in lessons with individuals, groups or the whole class • Often given verbally to pupils for immediate action • May involve use of 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	• Lesson observations/ learning walks • Evidence of annotations/ use of marking code in pupil books (VF, bubble marking etc.)
Summary feedback	• 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 involve low stakes quizzes and testing marked by children and verbally discussed by teacher • 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 area of need for specific individuals, groups or for the whole class	• Lesson observations/ learning walks • Some evidence of low stakes quizzing and testing • Some evidence of self- and peer- assessment
Review feedback	• 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 (both formative and summative assessments) • Leads to adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action	• Written comments and appropriate responses/ action using mark code • Whole class feedback sheets • Adaptations to teaching sequence tasks when compared to planning • Use of annotations to indicate future groupings • Using highlighters to RAG rate objectives and/or responses • Correction of grammar/spelling that either should be known through high frequency words or is task specific. This will not, however, be the main focus of feedback.

Frequency of marking and feedback and marking approaches:

Feedback should be constant within lessons ensuring that pupils receive regular, high-quality feedback on their learning. The majority of feedback to pupils will occur within the lesson and will be carried out by teachers, teaching assistants and peers. Regular opportunities for pupils to self-reflect on their learning and mark their own work where appropriate should also be utilised.

There is no set requirement for the amount of written feedback to appear within pupil's workbooks. This will be determined by teacher professional judgement and the age and needs of the individual pupils and cohorts. However, written feedback will be required at certain parts of the writing process in English and at appropriate stages of foundation subject teaching (for example, after a science investigation write-up that will be used as an assessment opportunity by the teacher). Where written marking is carried out, the school marking code (appendix A) should be followed.

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. The marking code shown in appendix one should be used for consistency where appropriate. Where a child will need to edit their work a purple polishing pen should be used. 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 focused 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. Review marking of extended tasks is also a valuable opportunity for assessment.

At certain points of the writing process, instead of detailed marking in individual books a whole class feedback sheet as shown in appendix 2 could be used for children to refer to and personalize for themselves – encouraging pupil independence and reflection within the learning process.

In summary, using the below marking code for consistency, it is important for individual teachers to make it clear with their class at the beginning of each academic year how feedback will be given in lessons. It is essential that children know the importance of feedback in their learning and how to interpret any feedback given to them. They should always know how well they are achieving, their strengths and their areas for development.

Monitoring will focus on the children's attitudes to feedback, whether they can verbalise the feedback that they have received and if they know their strengths and areas for development.

Pupil conferencing:

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. It should also allow and encourage pupils to be critical and reflective of their learning.

Some pupils will benefit hugely from pupil conferencing sessions with the teacher. Where possible, feedback should be immediate in lessons (e.g. correct/incorrect answers, ability to use methods, task feedback). At other times delayed feedback (sometimes known as pupil conferencing) will take place in a scheduled discussion between teacher and pupil, focusing on conceptual matters (e.g. depth of understanding, ability to make connections, reasoning about new learning) as well as discussing progress, attainment and next steps. The aim should be for the pupils to lead these discussions overtime (e.g. discussing what they are successful with, what they found challenging and what they need further help with and how they can further apply their learning). **This form of feedback should always take place with pupil's identified as not making appropriate progress (during pupil progress meetings) and for SEN/ disadvantaged pupils. Teachers can also target other pupils who they feel would benefit from this form of personalised/ face-to-face feedback.** Appendix 4 has some prompts and questions to help structure these feedback sessions.

There is no set requirement or expectation for when or how often teacher-pupil conferencing will occur. This will differ per year group and cohort based on pupil need.

Next steps:

There is no need to provide written next steps in books for pupils. The next lesson is often the next step that the teacher has developed following formative assessment of the children (through immediate, summary or review feedback). Individual children may receive intervention or individual/ group 'learning surgeries' if the class teacher feels that this is needed before they can move onto the next whole class lesson.

This policy will be reviewed annually and the impact of feedback will be monitored each academic year across a range of subjects.

Appendix 1: marking code

Got it green	Successful work underlined/circled/highlighted in green. Positive comments in green. Green post-it notes can be used for self/ peer assessment
Pink for think	Next step marking/ comments suggesting improvements or codes to show where pupils should review their work.
Purple polishing	Children editing their learning and making improvements
✔	Correct answer in maths Achievement of the LO/ LQ
.	Incorrect response in maths – try again
Response bubble	Where verbal feedback is given (or written) a bubble may be drawn by the class teacher for children to respond to the feedback. These will be given on an **individual basis**
VF	Teachers may write VF in the margin if they want to particularly highlight a piece of verbal feedback to a child. There is no need to make a record of every piece of verbal feedback as this is continuous throughout a lesson.
Ⓢ	Supported learning – if a teacher or TA heavily supports a child is learning write an Ⓢ in the margin. It is assumed that learning is independent unless otherwise stated with an S
~~	A word underlined (straight or wobbly) indicates an incorrect spelling for children to correct
Sp	For older/ more able children an sp in the margin may indicate that there is an incorrect spelling on this line (or paragraph) children are to independently find and correct this
The following symbols are for children in KS2 and will be used by the teacher when they want to encourage independent editing of writing by the child.	
//	Start a new paragraph
?	This does not make sense – can you edit this?
P	Punctuation error – can you correct it?
^	Missing word/ phrase – can you add this in?
T	Tense error – can you correct this?

Appendix 2: Class Feedback form examples

Below are examples of whole class feedback forms used to provide feedback to children following teacher review marking (where the teacher sifts through the learning without providing written comments to pupils). Teachers are free to design their own and develop these with the children in their class.

Class Feedback for 'Alma' writing – writing to build tension and suspense

Look through the feedback and discuss it on your table (we will also discuss it as a class). Personalise the feedback to your own individual piece of writing. What have you achieved? What are your next steps and focus areas for our next piece of writing?

What Went Well:

- **Setting the scene** at the start of the writing by describing te setting/ Alma and creating a false sense of security
- **Varied sentence structure** to ensure cohesion and to keep writing engaging
- Exploration of a variety of **tension and suspense techniques** e.g. character reactions, figurative language
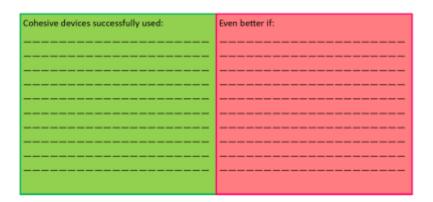- Structuring writing into clear **paragraphs** to assist the reader
- Exploring **advanced punctuation**: semi-colons, colons, hyphens and dashes
- Building tension and suspense slowly throughout the writing – great use of **dramatic irony**

Even Better If:

- **Ensuring cohesion** between sentences and paragraphs using a range of devices
- Choosing **appropriate vocabulary and grammatical features** to suit the text type – are contractions (didn't) appropriate within narration?
- Accurate and **consistent verb tenses** throughout the piece – this was a past tense story.
- Use a **full range of punctuation** to help guide the reader
- Careful selection of **vocabulary** to ensure meaning and intention is clear – up-level verbs/ adverbs to be specific e.g. saw = identified   went = amoled

Class Next Step Focus:

- **Appropriate** grammatical features to suit the text type
- **Editing** – clearly check your writing for spelling errors, punctuation omissions and accurate sentence structure.
- Exploring use of the full range of **punctuation**

- Edit writing to ensure consistent and accurate **verb tenses** throughout a piece of writing

Personalising the feedback:

_____
_____
_____
_____
_____
_____

Whole class feedback

Hall of Fame

Lotty: 'Mount Everest used to be a sea bed until the plates of the Earth crashed together.'

Lucy: 'About 25 million years ago, which was a very long time ago, the Indian plate and Eurasian plate met underneath what is now the Himalayan mountain range.'

Jessie: 'Mount Everest, that has three sides or faces, is 8850m tall.'

Alys: 'Edmund and Tenzing joined a British expedition to reach the summit of Mount Everest, which is in the Himalayas, in 1953.'

Olive: 'For an avalanche to form, there has to be a huge build-up of snow.'

Beth: 'As the tectonic plates (which make up the Earth's crust) moved together, it made the Tethys Sea narrower.'

Jake: 'First, over millions of years, two tectonic plates push together.'

Myla: 'The snow makes a hill on the summit. It then crumbles its way down the side of the mountain.'

Francesca: 'Before Mount Everest was formed the sea was there. The sea was called Tethys Sea.'

Written Expression

Some of you have written effectively using a chatty tone. Look how **Holly** did this: '_You_ are probably wondering how fossils got on top of Mount Everest.' And **Amelia** wrote, '_most mountains have fossils on the summit, but how?_' Both have directly addressed their reader. **Georgie** and **Oliver** did this too!

Good use of paragraphing for sequencing **how** a process happens.

What was Mrs Seaman looking for?

An **introduction** that informed your reader what an avalanche is; where Everest is located or what a fold mountain is.

Organising your sequenced section in **chronological order.**

Relative clauses to explain the meaning of geographic words, such as **cornice, tectonic plate, strata, crinoid.**

S - P - A - G

Consistent use of **past tense** (when describing the formation of mountains).

Relative clause gives extra information about a noun.

Relative pronouns: who, whose, that, which

Two **commas** surround the relative clause.

Presentation

Captions should be not more than 2 or 3 sentences, and related to the image they are next to.

Using / if you forgot to begin a new paragraph.

Legible handwriting!

Spelling reminders:

mountain   remain   again   fossil

witch = wicked witch   which = question, eg which way to...?

Appendix 3:

Peer/ self assessment structure example. Teachers are free to determine the structure that works best for the task and the cohort.

Pink and green post-it notes are also a great way for pupils to provide peer or self-reflective comments on learning

Appendix 4: useful marking techniques

Overview/ skimming 'tick and flick' marking:
Not all work needs to be closely read/ marked by the teacher. Regular quality assurance is helpful to ensure pupils are taking work seriously and following school presentation expectations.

- Has work been completed?
- Is there a sufficient quantity
- Is it the expected standard?
- Is it following presentation protocols?
- Has the work been taken seriously?

A green tick shows that this learning has been reviewed by the teacher/ TA

Pomodoro technique/ sample marking:

You do not always have to look at every book to be able to provide useful feedback. Set aside 20/25 minutes for marking a set of books after school. Put together a cross-section of abilities from the class. Set a timer and mark for those 20 minutes. Then use this generalized feedback to inform the next lesson/ class next steps. Next time, start with the books you missed last time or the children you didn't manage to provide feedback to in the lesson.

Exits:
Get the children to line-up with their book open on today's work before going out to play/ lunch. The teacher scans each book (quality assurance) and ticks the page to show work has been reviewed. Any major concerns can be addressed there and then.

Appendix 5:
Teacher/ pupil conferencing questions prompts

Question Prompts for Pupil Conferencing

Using pupil work as a springboard:

Show me something you are proud of in your book this week. Why are you proud of this piece?

Show me something you struggled with this week. Tell me more about how you got stuck. Do you understand it now? Can you explain how you would do it now? What other help do you need?

If we look at this week's work and compare it with last week's work, what do you think you've improved at? Can you show me examples? What do you need to work on next week?

Last week we talked about you showing target – can you show me where you worked on that this week?

I noticed you found task a bit tricky. Let's figure out what help you need.

Using a lesson experience as a springboard:

Tell me a little bit about what you learned in subject this week. How would you explain what you've learned to someone who wasn't in our lesson?

How does our learning in lesson link to what you already knew before? What do you think is the next step in your learning?

How do you know that you have been successful in your learning in lesson? What would you do if you were stuck?

What questions do you still want to ask about lesson?

General learning discussion:

What do you think are your greatest strengths in subject? Why?

What are your biggest challenges / what do you find trickiest in subject? What help do you need to make this easier?

Can you think of something you used to find really tricky but is now much easier? What helped you?

How does your learning partner help you with subject? Can you give me some examples from lesson?

Do you know what you need to do to get better at subject/topic? Can you explain?