

# FEEDBACK & MARKING POLICY

## June 2017

At North Walsham Infant and Junior Schools, 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.

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

- the sole focus of feedback and marking should be to further pupils' 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.

Within these principles, our aim is to make use of the good practice approaches 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 pupils 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. 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.

In North Walsham Infant and Junior Schools these principles can be seen in practice as follows:

<b>Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate Feedback</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 Feedback</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 Feedback</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>

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting learning objectives.

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.

When a pupil has met the objective in the lesson and time remains, the teacher should extend their work further with challenges to deepen their understanding. Examples of Green Pen Questions (GPQs) can include:

- WifN? (What if not?)
- WEDYK? (What else do you know?)
- Now try this one >
- Turn it into a real life story
- Is this statement true or false?
- Prove it!

In most cases, written comments will be focussed on extended pieces of written work or tasks. These will allow children’s achievements to be recognised and provide further guidance for future learning.

When pupils are writing an extended piece, the teacher may identify a section of text with a yellow box around it and mark work closely within this area, to provide feedback that can then be applied to subsequent re-drafts by the pupil, rather than necessarily deep marking the whole piece of writing.

**Target-setting**

A significant aim of feedback should be to ensure that pupils 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 agreed ‘marking code’ and any accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

In English, targets are drawn from the schools’ assessment frameworks in KS1&2, and from the ‘Development Matters’ documentation for EYFS.

There is no expectation that targets are updated on a specified timescale, but that they should be reviewed regularly by both pupils and teachers. Where targets remain for a long period, these should be checked for appropriateness, to take account of a child’s current needs and their progress.

**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.

Annotation	Meaning
xxxxxx	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
xxxxxx	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
Sp	Incorrect spelling. This will used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil’s next step in spelling development. In KS1 pupils write the correct spelling 3 times and in KS2, 5 times.

//	New paragraph
^	Word missing
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work	

Target stamps are also used in KS1 (and KS2 when appropriate) to remind pupils about key elements in their writing e.g.

- Finger spaces
- Re-reading for sense
- Conjunctions
- Handwriting
- Adjectives/adverbs
- Tenses
- Punctuation

This policy will be reviewed every two years.

(With thanks to the many educationalists, teachers and researchers who have kindly shared their practice online including Claire Sealy; St Matthias Primary; Michael Tidd; Michaela Community School)