

Meare Village Primary School Feedback and Marking Policy

November 2021

**Approved by the Headteacher of Meare Village Primary
School**

Headteacher

Date: 22 November 2021

Proposed Date of Future Review: November 2022

FEEDBACK & MARKING POLICY

At Meare Village Primary School, we recognise the importance of feedback as part of the teaching and 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 students 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. At Meare Village Primary we have therefore researched and investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations. We have also sought to emphasise that marking should be: **meaningful**, **manageable** and **motivating** in line with DfE guidance. Furthermore, the NCETM (National Centre for Excellence in Teaching Mathematics) has advised 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

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. When work is reviewed, it should be acknowledged in books.

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 Meare Village Primary, this is how these practices can be seen:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> ● Includes teacher gathering 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 redirect focus of the teaching or the task ● May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> ● Lesson observation and learning walks ● Some evidence of annotations 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 Timetabled pre- and post-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 	<ul style="list-style-type: none"> ● Acknowledgement of work completed Written comments and appropriate responses/action

	<p>to read / respond to</p> <ul style="list-style-type: none"> • 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"> • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings
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Marking Approaches

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

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.

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.



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, formal targets are drawn from the school's Key Objective assessment framework in KS1-2, and from the 'Development Matters' documentation for EYFS. For pupils in KS2, and those in younger year groups who are able to access them, targets are recorded on the assessment and target-setting sheets kept in a familiar place for pupils.

There is no expectation 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 of a child's needs and progress.




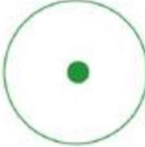





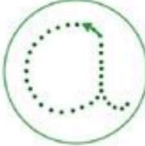


Marking Code

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
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
Purple polishing pen	Indicates that the child has corrected or edited their work following teacher input
I	Independent work
WH	Work completed with targeted help from a teacher or

	teaching assistant
//	New paragraph
↑_	Capital letter needed
↓_	Lower case letter needed
<u>sp.</u>	<p>Spelling correction required: this may look different in KS1/KS2 dependent on the focus of the teaching and intended outcomes.</p> <p>In KS2, children are encouraged to identify and correct errors using learnt spelling rules and dictionaries. The teacher may underline, in pink, the letters that are incorrect and ask the child to write the word out correctly beneath their work.</p> <p>In KS1, the teacher might correct the spelling then instruct the child to practise this spelling beneath their work.</p>

Target Stamps for Key Stage 1

 finger spaces	 listen for sounds	 oops! mistake
 full stops	 pencil grip	 dog handwriting (ascenders/descenders)
 Aa upper/lower case letters	 target reached	 punctuation
 letter formation	 conjunctions	 capital I

