

## STENSON FIELDS PRIMARY COMMUNITY SCHOOL FEEDBACK & MARKING POLICY

At Stenson Fields, 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 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. 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.

### Key Principles

Our policy on feedback has, at its core, a number of principles:

- feedback is a two-way process, and the feedback collected by the teacher during the learning process may be all that is needed in order to plan the next steps;
- 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;
- on occasion, written comments may be used where they are appropriate and 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 by both 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.

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.

Type	What it looks like	Evidence (for observers)
<b>Immediate: During the lesson</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: End of the lesson</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: After the lesson</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>

## Written Feedback

During Covid restrictions, we focused more heavily on 'Immediate' and 'Summary' feedback, which had a positive impact on both children and teacher workload. As stated above, wherever possible feedback should continue to be given during the lesson, at the point of learning, or immediately afterwards. Written feedback becomes more useful as children move higher up the school, and are more able to take on board and act upon marking from their teachers. Highlighting is used as a visual prompt for children to quickly see what next steps are needed, as well as providing positive feedback.

## Early Years Foundation Stage

Initially, most feedback given will be done verbally. Notes may be made to inform the teacher for future planning. The marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). During the summer term, some aspects of the marking code will start to be used in preparation for KS1.

S - If a child has support

I - Independent working (EYFS/KS1 only)

## Marking in English:

### Talk for Writing

Cold/Hot writing: Acknowledged by a star stamp/tick – teacher assessment grids used for planning (Cold write) and assessment (Hot write)

<b>Imitation</b>	<b>Innovation</b>	<b>Invent</b>
<b>DAILY</b>	<b>EACH DAY OF WRITING</b>	<b>AT THE END OF WRITING</b>
Golden highlighter/tick to acknowledge good work.  Orange/Green highlighter depending on teacher judgement.  Purple pen editing may be used – before marking.	In depth  Highlight – Green, Orange, Pink, Golden  Purple pen editing before and after marking (Use of toolkit/checklist optional)	Verbal feedback and discussion during lesson time.  Purple pen editing before marking (Use of peer-assessment/toolkit/checklist optional)  Golden highlight

### Other aspects of writing, including Topic:

Golden highlighter/tick.

Purple Pen editing before marking.

Orange/Green highlighter depending on teacher judgement.

## Marking in Maths:

EYFS:

Number reversal – green highlighter (copy write correct formation if appropriate)

KS1/KS2:

Flashback 4 (In the back of Maths Books)

- Self-mark with purple pen

MARK AGAINST THE OBJECTIVE (not the method used)

Number reversal- one correct formation in green pen (to repeat x 3)

Mis-conceptions, directs attention to teacher request - Pink highlighter

Correct – green tick

Incorrect – green dot . (if most is incorrect stop marking - further teaching to be planned).

Excellent work – star stamp/sticker/smiley face

Self-marking –purple pen (may use a calculator to check answers). Teacher to tick or initial at the end of the work to indicate work has been checked.

The teacher may often identify after a lesson that ‘whole class feedback’ is necessary as a starting point for the following lesson.

Written, additional questions may be used to check understanding or challenge further as appropriate.

### **Homework**

Acknowledged by the teacher with a tick/sticker/initials.

### **ROLE OF OTHER ADULTS SUPPORTING**

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy and use the ‘SUPPLY’ stamp on the work marked.

### **SEN AND INCLUSION**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

### **MONITORING AND EVALUATION**

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils’ outcomes.

### **REVIEW AND EVALUATION OF THE POLICY**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

MARKING CODE

**IF SUPPLY PLEASE ALSO USE THE 'SUPPLY' STAMPER**

**S – Support**     **I – Independent (EYFS/KS1)**

**Green biro**     General marking

**PURPLE PEN**     Any editing or responses from pupils



Pink boxing/highlighting indicates – to edit or re-write word, sentence, paragraph or review Maths question accordingly in response to feedback



Star stamp/Smiley face – excellent work (sticker can also be given in addition if appropriate)



Spelling mistake (High frequency word)/Number reversal. Adult model – child copies x3

**ENGLISH WHOLE SCHOOL (EYFS – AS APPROPRIATE DEPENDENT ON NEEDS OF PUPILS)**



Punctuation mistake – edit/correct **PURPLE PEN**



Golden bits – specific highlighting when pupil implements exceptional work relating specifically to the learning objective/success criteria