



## Esh Winning Primary School

### Marking and Feedback Policy

*'Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and what they need to better next time.'* OfSTED

The principle of 'Responsive Teaching' underpins our feedback policy. This includes the important element of marking. Feedback is an essential part of the teaching & learning cycle and research shows that feedback given closest to the point of teaching and learning has a greater impact on pupil achievement. We, therefore, aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers to use assessment information to adjust their teaching both within and across a sequence of lessons.

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, manageable and motivating
- provide specific guidance on how to improve in the longer term.

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

- The purpose of feedback and marking is to further children's learning.
- The main focus of feedback should be against the Learning Objective and the Success Criteria, which must be shared with the children.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling, questioning strategies, use of talk partners, peer assessment and/or self-assessment.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.
- The key to success is the involvement of pupils in owning their learning and each other's learning.

#### **Types of feedback:**

Good teaching will always include a mix of these feedback types:

	What it might look like
<b>Live Feedback</b>  "Next step in the moment"	<i>Whilst pupils are working, the teaching staff are encouraged to move around the room providing active intervention by supporting them in their learning., offering more challenge or sufficient scaffolding to allow all children to access their learning and make progress.</i>  <i>Pupils review and correct their work immediately.</i>  Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc.

	<p>Could involve individuals, small groups or the whole class.  May involve further support, challenge or a change of task.  May re-direct the focus of teaching or the task.  Teacher stops pupils periodically and marks a pupil's work with input from the class or verbalises their thought process.  Improvements / corrections should be evident in the child's learning.  Could be led by teaching assistants, other adults or peers or involve self-assessment.</p>
<p><b>Summary Feedback</b>   "Mini Plenaries"</p>	<p><i>Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task. Usually involves groups or whole classes.</i></p> <p>Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own learning. Pupils should be regularly involved in marking their own learning and checking and then correcting mistakes throughout the lesson.  May take the form of self- or peer- assessment against an agreed set of criteria. May involve strategies such as 'exit' questions that allow the teacher an assessment opportunity. This review feedback could take place at any point during the lesson or may occur as a plenary activity.  Teachers use the AfL information gathered and adapt the current lesson or future lessons to support children to best progress.  Shared marking can also be used, which involves using a piece of anonymous work enlarged on the smart board (using the visualiser) to model the marking process and teach particular points at the same time.</p>
<p><b>Distance Feedback</b>   "Assess learning after the lesson"</p>	<p><i>Takes place away from the point of teaching  Provides teachers with opportunities for assessment of understanding. Includes a balance of 'Light touch' marking which refers to the LO and Success Criteria and 'Deep marking' which will provide more detailed feedback for assessment purposes.</i></p> <p>Teachers regularly (At least once per week in English and Mathematics) use annotations on planning to note common misconceptions and successes to inform the next lesson or to identify who needs intervention.  Staff may use a Post-it note to indicate an area that needs to be revisited, either in a 1:1 or small group situation. If the issue seems to be more wide spread, involving more pupils, teachers will add this to their planning for the following day.  Adaptations to teaching sequences clearly seen within planning.  'Next Step tasks' are used to provide personalised or group feedback based on learning needs.  Written comments should be clear and provide specific guidance on how to improve.</p>

### Learning Interventions:

Learning Interventions involve feedback or intervention given outside of the lesson to individual or groups of pupils. The aim is to address any pressing misconceptions or errors in the timeliest way possible. Interventions should be delivered on the same day wherever possible so that rapid intervention and support can prevent gaps from forming. Pupils can self-assess and ask for intervention or be directed by a teacher to attend. 1:1 needed and 1:1 given are used to identify an area which requires intervention with a member of staff.

## **Peer and Self-Assessment:**

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.

1. Teachers will share learning objectives with pupils in all lessons.
2. Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher. All improvements and corrections by pupils will be in green pen or pencil.
4. Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment. Ground rules should be adopted as a class if learning is to be marked in pairs.

## **Success Criteria:**

Children will regularly self and peer assess their work against the Success Criteria. Visual Success Criteria will be used in EYFS to aid understanding (or for individuals in other year groups based on need.) Children will begin to help the teacher to decide the success criteria in KS1 and will be regularly involved in co-creating Success Criteria in KS2.

## **Next Steps:**

Next steps (or Top Tips) are identified at the end of some learning. This could be a question to clarify, explain, improve, challenge.

- 1) Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) Find and Fix- Signposting work to improve with a clear focus. E.g Question 5 has an error in place value. Find and fix.
- 3) Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently.
- 4) Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context.

## **Editing Slips:**

We also encourage the use of editing slips, these are slips of paper which children can use to improve a section or line of writing. When they have identified the section that needs editing, they rewrite a paragraph on the slip and stick it into their book. It is still possible to see the previous sentence by lifting the slip and reading underneath. Staff can also direct children to use an editing slip during verbal feedback. These editing slips can be used across all genres of writing and in all subjects.

## **Marking codes:**

(see Appendix 1)

We will mark using only a red pen. When marking a piece of emergent writing the teacher should redraft underneath.

When marking, if a child has started to get a process wrong or is making the same error repeatedly, we would not continue to mark with a cross. The teacher would put a Post-it note in for further intervention.

Last Reviewed: February 2022.

Next Review: February 2023.

## Marking and Editing

### Early Years

<b>VF</b>	Verbal Feedback
<b>I</b>	Independent Learning
<b>Supply</b>	Supply Teacher
<b>HS / MS / LS</b>	Support - Amount of support given
<b>GP</b>	Guided Practice

*Please remember positive praise comments*

# Marking and Editing

## Key Stage 1

VF	Verbal Feedback
I	Independent Learning
Supply	Supply Teacher
HS / MS / LS	Support - Amount of support given
GP	Guided Practice
T	Tense <small>(Year 2: Above the word)</small>
A	Assessed piece of learning
	Missing punctuation / Missing capital letters
<u>necessary</u>	Spelling error - please learn this word Practise it 3 times at the end of your work
^	Missing word(s)

*Please remember positive praise comments*

# Marking and Editing

## Key Stage 2

VF	Verbal Feedback
I	Independent Learning
Supply	Supply Teacher
HS / MS / LS	Support - Amount of support given
GP	Guided Practice
Sp	Spelling <small>(Upper KS2)</small>
<u>necessary</u>	Spelling error - please learn this word Practise it 3 times at the end of your work
P	Punctuation <small>(Upper KS2)</small>
T	Tense <small>(Lower KS2 - Above the word; Upper KS2 - In the margin)</small>
C	Correction
A	Assessed Piece
	Missing punctuation / Missing capital letters
	Missing word(s)
//	New paragraph
*	Check and amend sentence

*Please remember positive praise comments*