



Policy Administration

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“I came that they may have life and have it abundantly” John 10:10

Policy Objective:

At St John's C of E VA Primary, we recognise the importance of feedback to pupils as part of the teaching and learning cycle and to ensure our pupils flourish in their learning progress (see John 10:10 above), 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. This policy has been written following consultation with teachers, Governors and children.

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 pupils 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. As such, 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, marking and recording evidence should not be too onerous or time consuming.

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 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 with a tick.

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, including verbal feedback and mini plenaries – 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 St John's Primary, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action (individually or whole class mini plenaries)• May involve use of a teaching assistant to provide support or further challenge	<p>Lesson observations/learning walks</p> <p>Evidence of annotations or use of marking code</p>

	<ul style="list-style-type: none"> • May re-direct the focus of teaching or the task • May include annotations according to the marking code 	
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 	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer- assessment</p> <p>May be reflected in selected focus review feedback (marking)</p>
Review	<ul style="list-style-type: none"> • 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 • 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 	<p>Acknowledgement of work completed</p> <p>Lesson observation – of impact of input using whole class analysis</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings or reinforcement of learning</p>

Marking Approaches

- We have agreed that teachers will mark the work in green pen, and TAs in purple.
- Children will neatly and legibly edit their work using a blue pencil (KS1) or black pen (KS2).

All work will be acknowledged in some form by class teachers.

Review marking will lead to written comments for those pupils who are able to read and respond independently. The marking code will be used when this is understood by pupils and pupils are expected to respond to them in the following lesson (see the end of this policy for marking code and symbols.) Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. 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 but should be acknowledged through a tick by the L.O.

It is important to distinguish between slips and errors that show a lack of understanding:

- For errors, it is often enough to simply indicate where each error occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action:
 - where one or two pupils are making the mistake, tackling it individually as soon as possible;
 - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class.

Child-led assessment, feedback and editing

Pupils need to learn to mark their own work too. Part of this responsibility is to identify for themselves the facts and strategies they know well and those which they find harder and need to continue to work on. Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.

For example:

'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Editing does not need to be done for every piece of writing.

Subject specific vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Teachers are aware that different subjects may necessitate different forms of marking and assessment.

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. The core of this code is set out below, it is used in a way that is appropriate to the age group.

Marking Code

Code	Explanation
^	Word missing
.	Think again/incorrect
CL	Misuse/ missing capital letter
P	Misuse / missing punctuation
~~~~~	You can improve this section
?	Does it make sense?
✓	Correct
FS or	Finger space
sp	Check spelling
VF	Verbal feedback
UL	Indicates up-levelling