



# Feedback & Marking Policy

Policy Reviewed	Nov 2021
Next Review	Nov 2022

*This policy should be used in conjunction with the Heamoor School policy on Assessment.*

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## **Curriculum Intent**

At Heamoor Primary School, our broad and balanced curriculum is designed to recognise and build on children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We promote and celebrate 5 key learning behaviours (*Relate, Resilience, Resourceful, Respectful, Reflective*) to encourage positive attitudes to learning which reflect the values and skills needed to promote future success.

Children leave the school with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## **Feedback and Marking**

Our Marking and Feedback Policy is designed to encourage pupils and teachers to consider 'why' and 'how' improvements can be made to their written work.

At Heamoor 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.

## **Workload Reform**

In early 2018, Teaching School research took place in order to support a reduction in workload. At the time, indications were that, for example, the marking of longer pieces of writing was taking between 6 and 9 hours for a class of 30 children. School leaders recognise that this is unreasonable and, thus, the policy needed to reflect a reduction in workload.

The basic principle of our policy is that marking and especially feedback to pupils should be both meaningful and manageable.

## **Research**

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

Research has shown that immediate feedback is the most effective. Detailed feedback is therefore more likely to be oral than written. Comments are more meaningful when made within context and the quality of the thinking is likely to be higher if the feedback is given straight away, forming part of a learning dialogue between teacher and child.

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 National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the 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 the children's learning;
- written comments should only be used where they are accessible to the 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 the later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is 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 pupil's 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 children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching 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 a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Heamoor, these stages can be seen in the following practices:

Type like	What it looks	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>○ Takes place in lessons with individuals or small groups.</li> <li>○ Often given verbally to pupils for immediate action.</li> <li>○ Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc.</li> <li>○ May involve the use of support staff to provide support or further challenge.</li> <li>○ May re-direct the focus of teaching or the task.</li> <li>○ May include highlighting or annotations in line with our marking symbol code</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson observations/learning walks</li> <li>○ Some evidence of annotations or use of marking symbols/highlighting.</li> <li>○ Teacher stamp used and improvements/polishing evident in the books</li> </ul>
Summary	<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 the 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</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>○ Evidence of self and peer assessment.</li> <li>○ May be reflected in selected marking</li> </ul>
Review	<ul style="list-style-type: none"> <li>○ Takes place away from the point of teaching.</li> <li>○ May involve written comments 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> </ul>	<ul style="list-style-type: none"> <li>○ Acknowledgement of work completed.</li> <li>○ Written comments and appropriate response/actions.</li> <li>○ Adaptations to teaching sequences when compared to planning.</li> <li>○ Assessment tools updated regularly for all pupils.</li> <li>○ Adaptation of future groupings based on need</li> </ul>

	<ul style="list-style-type: none"> <li>○ May lead to targets being set for pupils' future attention or immediate action</li> </ul>	
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## **Marking Approaches**

We have a whole-school approach to marking and feedback methods. Marking and feedback is consistent across year groups, developmental across the age-range and consistently applied by those working with children in school, including support staff.

Written feedback is legible and clear in meaning, and time is allocated for pupils to read and act on comments (and to extend their thinking). It is sometimes appropriate for comments to be written for the benefit of teachers and parents, rather than being aimed at the pupil.

It is acknowledged that each teacher has his or her own style, but we ensure that we comply with the above and that, at Heamoor, we all include the following elements:

### **i. Verbal Feedback / Individual feedback – Live Marking**

This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils.

Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. This type of marking and feedback is the one we use most at Heamoor as we – and the children - feel it is the most effective and of most value.

It is always done with reference to the learning objectives and success criteria, with the intention of progressing learning at the time. Feedback will indicate how the pupil can improve the work so that it comes closer to achieving the stated learning intention and will always aim to provide a balance between what the child has done well and what they need to do in order to progress their learning.

### **ii. Whole-class feedback**

This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary. Teachers look for opportunities to provide positive public feedback to children concerning work.

### **iii. Quality marking by the teacher**

Research with pupils has shown that they benefit most from 'Live Marking' as they have opportunities to talk about their learning without getting bogged down by jargon or not fully understanding a teacher's 'distanced' written comments. However, on occasions it will be appropriate for pieces of work are marked more thoroughly by the teacher, in a variety of ways. There is an emphasis on improvement comments, focusing on concepts, skills and knowledge. Marking always takes account of the learning intention and its associated success criteria.

## **Marking and Tracking**

Marking and feedback are closely linked to ongoing assessments of pupil attainment. The school tracking system is used by teachers alongside the marking process. The system is used to record the pupil's achievement in relation to the relevant objective being taught and helps teachers to identify pupils who require further challenge or intervention to be successful. The information is used by teachers to form summative judgements of pupils' achievement.

## **Self- and peer- Assessment**

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment as they become confident with the process.

## **Response partners**

It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide, it is possible the lower-ability child to perceive the other as 'teacher'.

Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage. It should be stressed that the partner is looking for successes before an improvement point can be identified and agreed. The learning intention and associated success criteria must be focused on at all times. Response partners are encouraged to make positive comments. i.e. *'Be helpful, not hurtful.'*

## **Reward Systems**

The 'Dojo' points system is used to celebrate child's success in their work. (See Behaviour Policy.) At a pupil level, rewards will also include individual, and sometimes public, verbal praise. The systems differ slightly between classes in accordance with the ages of the pupils, but they all include individual acknowledgement of effort or special achievement. Where more recognition of good work is required a child may be sent to the Head teacher or another adult for personal congratulations.

## **Parents**

It is important that parents should be informed about the whole process of formative assessment to avoid unnecessary misunderstandings that may occur through conversation with their children or from access to the children's books. Parents can be helped to follow the principles at home, especially when helping with homework. They should be encouraged to help raise the self-esteem of their children by identifying successes within their homework and helping their children to build on these.

## **Supply teachers**

Supply teachers are expected to mark to the criteria set out in this policy; please refer to the summary of symbols to be used. Supply teachers should initial any work they mark.

## **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

## **Marking Symbols**

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

In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.



In Key Stage 2, live marking is prioritised however, 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.

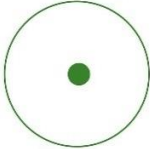



Feedback (including verbal feedback) will be indicated by a 'speech bubble' marking symbol followed by a single word or phrase to remind children of the necessary improvement required. The expectation will be for the child to then 'polish' their work and make the necessary changes. This is most effective if this can be done during (or soon after) the lesson.

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 symbols, which includes the use of highlighters and symbol codes. The core of this is set out below;






### **Key Stage 1 & KS2**

We recognise that children understand visual codes more easily and therefore have chosen the following to represent the most common areas requiring feedback prompts;

<b>Symbol</b>	<b>Meaning</b>
	Capital /lower case letters; use capital or lower-case letters in the correct places
	Fingers spaces needed between words

	Missing full stops or full stops in the wrong places. Encourages sentences to be checked
	Take care with your handwriting Ascenders and descenders need to be clearer
	Ensure letters are formed correctly
	Feedback from adult to identify how learning may be improved

In Key Stage 2, we have added additional visual prompts to the ones listed above as they are relevant to those age groups. We also recognise that the children are more likely to understand written comments and therefore these are also appropriate.

Symbol	Meaning
	Feedback from adult to prompt how learning may be improved  This may be followed by a single word or a sentence (or two)
	Punctuation error – incorrectly used or missing
	Proofread – work requires to be re-read and annotations made
	Green highlighter – can be used to show pinpoint successful aspects of their learning
	Yellow highlighter – can be used to pinpoint aspects that could be developed or improved further



## **Monitoring**

Our assessment co-ordinator (Assistant Headteacher) is responsible for monitoring the implementation of this policy. The co-ordinator uses this time to inspect samples of the children's work, to check records, to interview pupils and to observe the policy being implemented in the classroom.