Thameside Primary School

Policy:	Marking & Feedback Policy

Last Reviewed:	October 2017
Next Review Date:	October 2019

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FEEDBACK AND MARKING POLICY October 2017

At Thameside Primary, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (see copy in Staff share folder) 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

Key Principles

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

- the key 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.

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.

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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 Thameside Primary, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• 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	• 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	• 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	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

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

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

Expectations are that targets are reviewed on a weekly basis 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. Pupils' self-assessment of progress towards targets is indicated in purple pen.

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 symbol codes. The core of this code is set out in Appendix 1, although some additional age-appropriate elements may be included in some phases of the school.

We do not specify the use of a particular colour pen for marking except that it should not be the same colour as that used by the pupils. Teachers ensure that any written feedback is a model for pupils in terms of handwriting and presentation.

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Marking Code

These codes are used across the school

✓✓	Good element found in work i.e. use of vocabulary, full stops, correct method
LO✓	Learning objective achieved
T✓	Target met
P	Indicates missing punctuation including full stops
Sp	Indicates spelling error with the incorrect word underlined (as appropriate)
	Indicates finger spaces needed
?	Ambiguity about meaning
/	New paragraph needed
^	Omission

Maths

Errors are marked with a dot.

Spelling Errors

The expectation is that, if a child has been taught a spelling rule or sound, they should attempt to spell the word correctly. Where this has not been done, the spelling error should be indicated and the child should correct it.

In all writing, spelling errors should be addressed depending on the age and ability of the child.

The following systems should be used when marking spellings:

Where a spelling is attempted, the correct sounds / elements are ticked

The incorrect spelling is underlined and / or correct spelling written as appropriate. The spelling should then be practised and written correctly into the child's book.

Where Sp is written in the margin – the child should look up the correct spelling. The part of the spelling that needs attention should be underlined e.g. practikel

Presentation

All children to use 'DUMTUMS' in all books

Maths to use short date

All other subjects to use long date