

Marking and Feedback

Policy

Purley C of E Primary School

Learn to love, love to learn



'Let all that you do be done with love', 1 Corinthians 16:14

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Next review date: as needed, to reflect practice

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

Introduction

Purley C of E School recognises the importance of feedback as part of the teaching and learning cycle: we 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. Purley C of E School understands 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:

- 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 students according to age and ability;
- We understand that 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.

Our aim is 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 (human connection) – 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)
'In the Moment'	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including, questioning to clarify, mini-plenaries, whiteboard work, 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 challenging • May re-direct the focus of teaching or the task • May include highlighting successful learning or annotations according to the marking code (see appendix 1) 	<ul style="list-style-type: none"> • Lesson observations/learning walks where you will see questioning to prompt deeper thinking and address misconceptions • Some evidence of annotations or use of marking code – if relevant.
Reflect to progress	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity or the start of the following lesson - 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 (see appendix 2) • In some cases, may guide a teacher's further use of review feedback, focusing on areas for development 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review, retrieve, action	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May include highlighting/annotations according to the marking code (see appendix 1). • 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 	<ul style="list-style-type: none"> • 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, more detailed comments or verbally during lessons (VF in books). Written comments by staff will model presentation expectations – for example handwriting, use of ruler, and will always be in purple pen.

In Foundation Stage

This is shared verbally with the child, with parents and carers and other adults working with them. This information is shared through informal conversations, home school diaries, reports and parents evening. Teaching staff will discuss targets and children's next steps regularly and will ensure the provision responds to the children's needs.

In Key Stage 1

Review and retrieval marking will only lead to written comments for those pupils who are able to read and respond independently, this is at the teachers' discretion. However, all pieces of work will be responded to in some way, in order to show pupils that we value their efforts. In some cases, the marking code may be used where this is understood by pupils (see appendix 1). 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 only 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 focussed on extended pieces of written work, or extended tasks. For example, in English a longer and more detailed written comment may form part of planning/modelling task, rather than the final, polished piece of work. These will allow children's achievements to be recognised and provide further guidance for future, independent learning.

Next Steps

'Next Steps' will be given as the teacher sees fit. This will happen at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone, however where a next step is given, it is expected that time is set aside for the pupil to revisit their work in order to complete the next step. If children continue to get the same next steps it is expected that they have more taught sessions/support in order to progress.

Special Educational Needs and Disabilities







When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Appendices:

1. Feedback Codes
2. Success Criteria/ Checklists

Appendix 1

Feedback Codes	
	VF in a circle to show children have had verbal feedback.
	Staff and pupils may tick when appropriate.
	Sp in a circle, written in the margin, to show children incorrect spelling
	S in a circle to show children have support
	PA in a circle to show peer assessment
	Next step symbol – followed by written explanation of their next step
Purple pen	Teaching staff mark pupils work using a purple pen.
Green pen	Children edit and respond using green pen of growth.

Appendix 2

Success criteria or unit target checklists are used across KS1 and KS2 for different writing genres. They encourage the pupils to evaluate and assess their own learning. This will be followed by peer or teacher evaluation also. This are likely to be seen during extended writing tasks and/or end of unit tasks.

Pupil	Success criteria / Unit Targets	Teacher/Peer