



# MARKING AND FEEDBACK POLICY

*Together we build a Christian foundation of love, care, respect and forgiveness for all members of our school family. These deeply embedded values influence our whole lives and community, permeating everything we are and do. Our love is not just words and talk; it is true love, shown in our actions.*

DATE APPROVED BY FULL GOVERNING BODY	:November, 2019
REVIEW DATE	:November, 2020
Signed	:Chair of Governors
NOTES (If applicable)	:

This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of our School.

## Rationale

At Great Addington, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research surrounding effective marking.

Our Feedback and Marking 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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

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.

## Key Principles

At the core of our Marking and Feedback policy are a number of key 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.
- Marking and feedback should be accessible to pupils according to age and/or 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.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

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 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 four 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.
4. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered a concept.

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. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

### These practices can be seen in the following ways:

<u>Type of feedback</u>	<u>What it looks like</u>	<u>Evidence</u>
Immediate	<ul style="list-style-type: none"> <li>• Takes place during lessons with small groups and or individuals</li> <li>• May be in the form of verbal feedback or a modelled example for immediate action.</li> <li>• Can be used to redirect the focus of the teaching and/or the task.</li> <li>• May be in the form of self-assessment or peer-assessment that is used to redirect learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson dips/Learning walks</li> <li>• Pupil Voice</li> <li>• Some evidence of annotation/use of marking code/highlighting <u>may</u> be seen in books</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Can involve individuals/small groups or whole classes.</li> <li>• Used for both teachers and children to evaluate understanding.</li> <li>• May involve self or peer-assessment against specific criteria.</li> <li>• Is used to determine the direction of the current or future lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson dips/Learning walks</li> <li>• Pupil Voice</li> <li>• Timetabled pre and post-teaching based on assessment</li> <li>• Some evidence of annotation/use of marking code/highlighting <u>may</u> be seen in books</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson dips/Learning walks</li> <li>• Pupil Voice</li> </ul>

	<ul style="list-style-type: none"> <li>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of annotation/use of marking code/highlighting <u>may</u> be seen in books</li> </ul>
Summative	<ul style="list-style-type: none"> <li>'Check it' activities at the end of a unit or topic.</li> <li>Quiz's and/or assessments</li> </ul>	<ul style="list-style-type: none"> <li>Lesson dips/Learning walks</li> <li>Evidence in books</li> <li>Assessments</li> </ul>

### Marking Code

All work will be acknowledged in some form by class teachers or teaching assistants. 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 utilises colours to signify areas of strength and improvement as follows:

<u>Highlighting</u>	<u>Meaning</u>
<b>Pink highlighting</b> 'Tickled Pink'	<p>Pink highlighter is used to indicate whether a pupil has met/partially met or not met the learning objective. The learning objective will be fully highlighted if met/partly highlighted if partially met and not highlighted if not met.</p> <p>Pink highlighter work which demonstrates that a pupil has met an element of the success criteria towards the intended outcomes or achieved a particular skill.</p>
<b>Green highlighting</b> 'Green for Growth'	<p>Work which can be improved further e.g. letter needing capitalisation, poor word choice, specific error in calculation, area for development, incorrect spelling, etc. Where green highlighter is used, children will be expected to respond in books by making an improvement to the highlighted part. Green highlighting will be used selectively for incorrect spellings (maximum of 3 in a piece of work) and will take into consideration spellings which should have been secured by a pupil or represent their next step in spelling development. In EYFS and KS1 the correct spelling will be given by the teacher. In KS2 (if appropriate) pupils will ordinarily be expected to find the correct spelling themselves using a dictionary.</p>

### Peer and self-marking and feedback

At Great Addington we encourage children to be independent learners who take ownership for their own progress. Wherever possible (and where age appropriate) children are actively encouraged to utilise peer and self-marking and feedback. This may take the form of:

- Marking their own or others' work against a set of success criteria
- Editing their work for spelling/grammar/arithmetic errors
- Giving verbal feedback to a peer
- Teaching concepts to each other (Peer-tutoring)

**Purple pen will be used by children from Year 2 to Year 6 when self or peer-marking.**

### Foundation subjects

As a school we value the importance of Marking and Feedback across our broad curriculum. Our policy is followed in all areas of learning including in foundation subjects. In areas of the curriculum which are not taught daily, it is likely that feedback will be given at the start of the next lesson. This may be in the form of:

- Tailored starter activities to address misconceptions
- Games or other activities that reinforce knowledge
- Pair-work to share ideas and understanding

### Key Stage Specifics

- In EYFS and KS1 marking against the learning objective and success criteria will be primarily in the form of highlighting pupils work and learning objectives. Pupils have a clear understanding of 'tickled

pink' and 'green for growth.' Feedback and next steps are given orally during the lesson itself or as close to the work being completed.

- In EYFS evidence of pupils work and observations of pupils learning is primarily gathered through the use of the Interactive Learning Diary. These observations are assigned learning outcomes and form the basis of pupil assessment.
- In KS2, teachers keep track of feedback delivered through a marking journal. This is used to record outcomes from review feedback and subsequent actions that need to be taken.

#### Monitoring and Evaluation:

Marking and assessment practice will be overseen by the Senior and Middle Leaders through lesson observations, work sampling and pupil voice. The policy will be evaluated and amended as appropriate.