

Feedback and Marking Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was adopted – **September 2021**

This policy was reviewed – **September 2024**

The policy is to be reviewed by – **September 2025**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

Feedback and Marking Policy 2024-25

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

As John Hattie and Helen Timperley noted in their review of feedback, by its very definition, 'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second' (2007) The first task of the teacher, before feedback is delivered, is to provide effective instruction. Feedback alone is unlikely to provide pupils with a full understanding of the knowledge, skills, and concepts required and so initial teaching is crucial.

We are mindful, also, of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by recommendations of best practice from the Education Endowment Foundation, 2021. As such, the following principles underpin our policy;

Teachers should:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time efficient, written feedback
- Carefully consider how to use purposeful verbal feedback

In order to be positively effective ..."feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?);
- How am I going? (What progress is being made toward the goal?);
- and Where to next? (What activities need to be undertaken to make better progress?)."

Laying the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

What we will do

- set learning intentions (called LOs), which feedback will aim towards
- assess learning gaps, which feedback will aim to fill

Deliver appropriately timed feedback that focuses on moving learning forward

- Teachers are encouraged to **offer immediate feedback**, where feasible but should use professional judgement as to whether delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on **moving learning forward**, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and/or self-regulation strategies.
- Feedback should not focus on a learner's personal characteristics, or offer only general and vague remarks.

Effective feedback may be:

- telling pupils during an ordering task in mathematics that two items are the wrong way around and they should revisit the order and try again (task-focused feedback);
- explaining the need for more quotations to be used during practise of English questions and providing opportunity for pupils to try this (subject-focused feedback); and
- prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practising (self-regulation-focused feedback).

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. **Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness.** Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it
- **Teachers should also provide opportunities for pupils to use feedback.** Only then will the feedback loop be closed so that pupil learning can progress.

Strategies for ensuring pupils act on the feedback they receive could include:

- discussing the purpose of feedback. The key is to emphasise that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical;
- modelling the use of feedback;
- providing clear, concise, and focused feedback (sometimes less is more!); and
- ensuring pupils understand the feedback given.

Pupils should then be provided with opportunities to use feedback. Ensuring pupils do something with the feedback, whether through editing or redrafting work, finding and correcting errors, discussing the feedback as a class, or other activities, will help to close the 'feedback loop'

Carefully consider how to use purposeful, and time efficient, written feedback

- **Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment;** it is proven to be more effective when it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- **Verbal methods of feedback can improve pupil attainment** and may be more time-efficient, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback are followed.

Underpinning our approach is the shared understanding that:

- the focus of feedback and marking should be to further children's learning;
- written comments are used where they are accessible to pupils according to age and ability;
- our research suggested 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 with a tick as a bare minimum but will usually follow the marking code **(Appendix 1)**.
- class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that pupils understand how they will be provided with feedback.
- class teachers are free to use their professional judgement to determine how they will provide feedback; examples below
- all adults working with pupils will provide feedback to pupils on their personal, social and emotional needs both within and outside of the classroom environment.
- effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes/objectives and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

We take a professional approach to the task of marking work and giving feedback and teacher selects from a variety of approaches to feedback, including but not limited to;

- Coded marking; **(Appendix 1)**;
- Group or whole class marking sheets **(Appendix 2)**;
- Verbal feedback delivered during the lesson;
- Written marking
- Peer and self-assessment

Coded marking

We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers use their professional judgement to take into account the age and needs of the children and use the appropriate marking and feedback approach, for example when setting class non-negotiables.

Coded marking is a useful tool to relay information to students quickly. It must, therefore, be consistently applied, so as to reduce the potential of cognitive load. **(Appendix 1)**.

Group or Whole Class Marking sheets (Appendix 2)

Group or Whole Class Marking sheets are a useful tool to focus feedback towards the next lesson and securing improvements in subsequent work. They can be used to highlight areas of commonality in success and areas to improve as well as to note success or challenge for individuals.

The teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers tick each piece of work to show it has been checked and note any parts of work that are worth sharing as good examples.

Whilst looking through the books, teachers make notes on the key messages to give feedback to pupils at the start of the next lesson using a whole class feedback sheet. After the analysis, the teacher may plan a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson may begin with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Verbal Feedback/Live Marking

The Three Schools promotes the use of verbal feedback. It is vital that all adults in the classroom are as mobile as possible to ensure that as many children as possible receive live, in the moment feedback to inform them of what they are doing well and through conversation and exploration, in collaboration with the child, identify the next steps in their learning.

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. At The Three Schools, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback will be based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and feedback will focus primarily on issues linked to LO or SC secondly, about other issues or features of the work. If verbal feedback has been given, the mark VF will be used to represent Verbal feedback.

Written Marking

- All work will be read for feedback purposes and acknowledged by a tick (as a minimum)
- Teachers mark in black pen
- Pupils edit and improve in pencil or green pen

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. The marking code may be used where this is understood by pupils. 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.

Peer feedback and self-assessment

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Teachers and teaching assistants will consider the ability of the pupils when selecting the techniques to use. Teachers will model how to give constructive feedback to peers. 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 and if written the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is kind, specific and helpful and relates to the success criteria or targets.

The use of peer and self-assessment grids (against success criteria) can provide a useful framework to support assessment. (**Appendix 3** - example)

For editing to work well, children have to be taught and encouraged to check and improve their own work by understanding the success criteria. Teachers will guide them through age appropriate activities to support this need. As a result, pupils have to think harder and put effort into improving their work. For example, the teacher may use notes from the whole class analysis identifying strengths and weaknesses of the class independent writing and create an example text that includes errors and misconceptions that were found in the pupils' work. The teacher may use this piece of writing as an opportunity to model the editing approach and address misconceptions with the pupils, sharing strategies for making improvements within their work. Editing is not needed for every piece of writing.

Stamps and stickers

Stamps and stickers may be used as a quick tool to acknowledge work.

Role of Other Adults

Supporting Support staff may mark work. When this is the case they will follow the guidelines within this policy: to initial work they have supported; identify if subsequent work was independent or supported; and, as appropriate, give feedback verbally or through marking.

If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Outcomes

Teachers are active in using evidence to determine what works in the classroom. Marking looks different in different subjects and different ages. For example, sometimes lots of children would benefit from a next step comment; other times no one will. Rich and regular discussion amongst staff and observation amongst other teachers will all help to support and develop professional judgment. This judgement will be based on what will most positively impact that child's progress.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in support plans and agreements, as appropriate.





It is the responsibility of the Assessment Leader (Head Teachers) to liaise with the subject leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is the responsibility of the Head Teachers to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Review

This policy will be reviewed in September 2025

Appendix 1

Marking Codes

Maths		
Symbol/Code/ Highlighting	What it means	Why/what is required
AS	Adult support has been given	Will evidence that the child is not working on this aspect of work independently
I	Independent work	After initial support, the identified questions/tasks were tackled independently
G	Group work	After initial support, the identified questions/tasks were tackled as part of group supported by a member of staff
✓	Correct	All work should be acknowledged
•	Error	Identify where mistakes/misconceptions lie Usually used in maths
©	Correction needed. May be used if there are multiple errors but not all need to be addressed	Children need to be guided to address misconception Usually used where multiple maths answers are incorrect but only some require correction
sp	Correct a spelling	Depending on year and child, may require child to copy the correct spelling three times or find the correct spelling in the dictionary
vf	Verbal feedback given	Adult has given feedback that addresses misconception or changes the direction of learning. Pupil response evidences impact
	Learning objective achieved/ Features of success criteria evidenced	Objective highlighted if met Features of success criteria highlighted within body of written text Or Success Criteria/LO highlighted to indicate success
	Something extra that is amazing	Something beyond the LO that warrants additional praise
	An error or improvement that requires action	Pupils will respond in green pen to improve/correct their work, responding to the feedback.
	Non-negotiable that requires correction	Non-negotiables are determined by class/year or individual. Children are expected to address 'careless errors' independently because it has already been taught.

Appendix 2

Whole Class Feedback Sheet example

Date:
Subject:
Objective:
Areas to address (noted from children's books):
Next steps for groups of children/the whole class (and any misconceptions) that are not already noted on the next lesson plan:
Work to particularly highlight/praise:
Other: Incomplete work/poor presentation/SPAG errors/spelling

Appendix 3

Success Criteria example

LO To write a paragraph for an information text (NC report)

Success Criteria	
Only describe appearance (what they look like)	
'ly' adverbs to start some sentences e.g. Amazingly, Intriguingly, Astoundingly	
Use of some 'add on' sentences that give more detail e.g. Furthermore, Moreover, Also, Additionally, In addition to this,	
Size measurement units <i>e.g. cm / m long / tall</i> <i>g/kg weight</i>	
Noun phrase <i>e.g. razor-sharp teeth, unique scale patterns, long, slender tail, expert diggers</i>	
Generaliser <i>e.g. often, the majority, most, some</i>	
Science vocab <i>e.g. juvenile, adult, females, males</i>	