

Feedback and Marking Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information

Policy	WPA Feedback and Marking Policy
Review schedule	Every 3 Years
Statutory Policy	No
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal, June 2024

Key review dates	By whom	Changes made
June 2024	L Basilone	Reviewed.
Next review due: June 2027		

Introduction

At Wantage Primary Academy, 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.

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
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils 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. The DFE expert group emphasised that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided from 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

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 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 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.

Feedback and Marking in Practice

It is vital that teachers evaluate the work the children undertake in lessons, and use the information obtained from this 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 the 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.

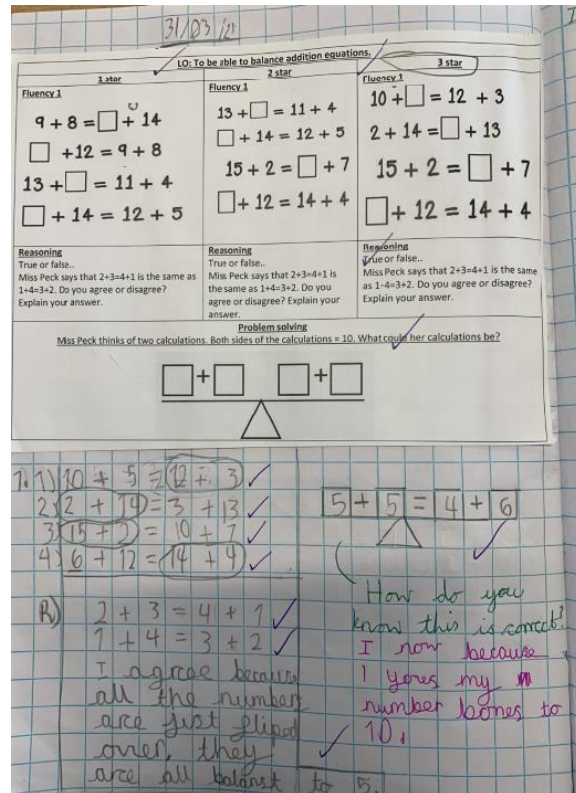
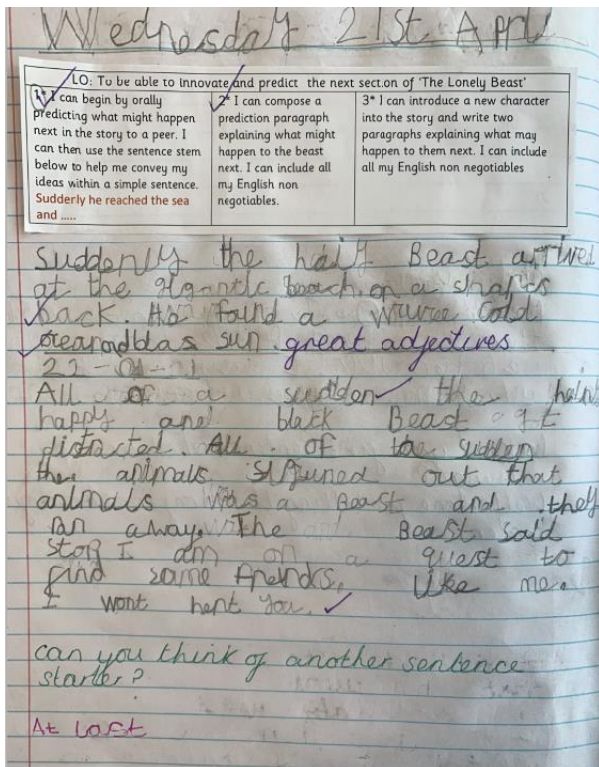
At WPA these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • 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 the 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 the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting

	<ul style="list-style-type: none"> • Written comments within the lesson to work on (during or in booster time) 	
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in a lesson • May take form of self or peer assessment against an agreed set criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • 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
Review	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences when compared to planning • Use of annotations to indicate future groupings

Marking of Work in practice

Children will circle their star challenge to indicate their learning (not EYFS)
 Teachers to tick the learning objective achieved and the level of work completed i.e the child may have circled 2 star but has actually achieved 3 star or vice versa.



Marking approaches

All work will be acknowledged/ marked by class teachers. This may be through simple symbols such as ticking of learning objectives. Where corrections/ comments are given, children must apply these. In Foundation Stage, 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 children at the next appropriate opportunity. And **VF given** is written by the child's work. In Reception, comments about levels of support and oral responses are written to inform assessment and next steps

In Key Stage 1 and Key Stage 2, written marking and comments should be used during the lesson and after the lesson, these will offer meaningful guidance for corrections, next steps or challenge. 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. VF given may then be written and this group will then be worked with

Where possible, children should not be leaving a lesson with misconceptions and this should be picked up 'in the moment'

Written feedback

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes.

Written feedback focuses on the Growth Mindset approach, recognising the effort the child has made. The emphasis is on both successful perseverance and success against the learning objective and/or the improvement needs of the child. These are referred to as Positive Purple and Growing Green.

Adult pens – adults mark with 2 pens: green and purple. Where appropriate, (especially in EYFS and Y1) teachers/ TAs should indicate the level of support given e.g. independent, first sentence sounded out with child etc,

POSITIVE PURPLE is used to identify something the children have done well. This could be a purple tick next to good vocabulary choices, or a clearly set out calculation, or a comment at the end of the piece of work.

GROWING GREEN is used to give feedback to children about areas they need to work on or next steps/ challenge.

All comments made in the children's books are expected to be read and applied. Children indicate they have done so by marking their initials next to the comment.

PINK POLISHING PUPIL PENS

Where written feedback is recorded in a child's book, the child is then expected to respond to the marking and act on the comment. Examples of this marking may be for improving a word choice, rewriting a calculation, adding additional detail to a piece of work or responding to a question. Sometimes a comment is used to move the child's learning on with a challenge for them to try. Children are given time at the start of a lesson or the end of the lesson or during the lesson, to read and consider the written feedback the teacher has provided and respond to marking. They also use polishing pink pen when self editing e.g. using a spelling mat to self-correct spellings in work. These should not be rubbed out and should instead be crossed out neatly and corrected with a polishing pink pen by the child.

Children are encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. If, for example, a teacher has said to check and correct the suffix -est and the children does not correct this and apply this, it is likely they will continue to misspell in future pieces of work which then renders the marking pointless

Marking and feedback in the moment

Where possible, teachers and students should pick up on pupil errors and 'mark' as much as possible during the lesson. It should not be the case that pupils get to the end of a lesson with huge misconceptions in an area e.g. a whole page of incorrect answers to 2 x table questions. Although, on occasion, it may be that a child is not yet ready for the concept and you have stopped them after 2-3 questions to provide support, scaffolds or task adaptations. You might indicate this with a green comment.

Marking approaches

All comments made in the children's books are expected to be read and applied. Children indicate they have done so by marking their initials next to the comment.

Marking of spellings

Teachers may choose to underline incorrect spellings or place a 'sp' in the margin of the line that features a misspelling, depending on the age and stage of the child. It is important to note that the marking focus is always on the lesson learning. Therefore, not all spelling mistakes will be underlined for children to self-correct. Children will be encouraged to self-check spellings and use dictionaries to help. Children may be given some of their key target spelling words to spell correctly in their free writing and this will be marked.

MARKING CODES

Nursery and early Reception

In the Foundation Stage, marking and feedback strategies include:

- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or books
- Children or staff circling/ ticking the learning objective/ star challenge

End of Reception and KS1 marking codes

Mark	Meaning
LO met	You have understood this work and achieved the learning objective .
LO not met	You have not yet understood this work or achieved the learning objective .
ind	You completed this piece of work independently
Guided	This was a guided task with adult/ group input and scaffolding
Supply	Supply teacher
TA	Teaching assistant
S	Needed support from an adult to achieve the learning objective. If TA supporting, then initials of TA otherwise assumed as teacher. Write S by the specific section and Ind by other section
√	Correct
•	Incorrect – correction needed (immediate)

<u>Corrections</u>	
CL	Capital letter needed
FS	Full stop needed

SP	Spelling error: correct spellings may be given or need to be looked up if you should know it (HFW or phonetic). Please write correct spellings 3 times if indicated and they should then be spelt correctly in subsequent pieces of work.
~~~	Something doesn't make sense. You need to read your work correctly and check it for mistakes.
VF	Verbal feedback given

### **Additional codes for KS2**

<b><u>Corrections</u></b>	
P	Punctuation is incorrect or missing
SP	Spelling error: correct spellings may be given or need to be looked up if you should know it (HFW or phonetic). Please write correct spellings 3 times if indicated and they should then be spelt correctly in subsequent pieces of work.
~~~	Something doesn't make sense. You need to read your work correctly and check it for mistakes.
VF	Verbal feedback given
//	New paragraph needed (in margin)
^	Add a word, or add an interesting word if between words or improve word choice if underneath a word (useful for encouraging the correct terminology in science for example)

Supporting teachers, minimising unnecessary marking and maximising outcomes and progression

Self-checking

Provide marking prompt sheets for children

Pupils, especially in KS2, can often mark some answers and identify errors. We can provide prompt sheets to help pupils who are struggling to identify their mistakes. These can be shared at the start of a lesson. In effect, these are just a success criteria, but recasting them as an error-spotting checklist means pupils properly use it. Otherwise they might just tick each step haphazardly.

Here are some example prompt sheets:

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

Teach pupils the skills of self-checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long term memory. To get pupils thinking about their work, we sometimes scan in work to model ways of checking (as an alternative to providing answers). We expect pupils to do the same. With this in mind, we need to make the difference between proofreading (error spotting) and editing proper (improving content) more obvious. With the expectation that everybody, including those who think their work is beyond improvement, work hard on redrafting their content just like adult writers.

This needs to be explicitly taught and demonstrated.

Marking and feedback in the moment

Where possible, teachers and students should pick up on pupil errors and 'mark' as much as possible during the lesson. It should not be the case that pupils get to the end of a lesson with huge misconceptions in an area e.g. a whole page of incorrect answers to 2 x table questions. Although,

on occasion, it may be that a child is not yet ready for the concept and you have stopped them after 2-3 questions to provide support, scaffolds or task adaptations. You might indicate this with a green star.

Ensuring pupil progress

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills or incredible successes. They then sort the books into 3 piles:

- Children who didn't fully grasp the concept taught or need more practise
- those who showed good understanding
- those who did particularly well.

Teachers tick each piece of work to show it has been checked.

Teachers 'star' any parts of work that are worth sharing as good examples.

Whilst marking and quick-checking the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson/ provide the lowest book pile to intervention TAs to pre-teach and work with before the next session