PADSTOW SCHOOL
Marking & Feedback Policy

Date becomes effective: September 2021
Next review date: September 2022
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At Padstow School, 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
- 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. As such, a working party of teachers at Mount Hawke (an Aspire outstanding academy) has 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 emphasise 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

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;
- any written feedback must be meaningful, manageable, motivating and founded on professional judgement;
- any feedback must relate to how work meets expected outcomes;
- written feedback should only be used where they are to students according to age and ability;
- feedback can be most effective delivered closest to the point of action ie classroom but it must be remembered there are benefits to distance feedback;
- 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 have an impact on future learning. When work is reviewed, it should be acknowledged in books;
- it is vital that time must be given to constructive feedback and to the understanding and use of it.

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 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** – generally away from the point of teaching (including written comments) but can also happen at the end of a learning activity.

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 Padstow School, these can be seen in the following practices:

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.	Lesson observations / learning walks Some evidence of annotations or use of marking code / highlighting Pupil conferencing
SUMMARY	Can: take place at the end of a lesson or activity, take place at the start of a subsequent lesson or activity. Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. May take the 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) Pupil Conferencing

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 Book scrutinies Pupil Conferencing

STRATEGY FOR IMPLEMENTATION

Pupils' work

- At the top of the page the date is recorded - long date in written subjects, short date in maths.
- The focus is written as an 'I am learning to ...' statement.
- Prior to teacher marking, the children will **self-evaluate** next to the 'I am learning to …' using:

Foundation Stage and Y1:

Refer to Appendix - Marking Policy Appendix for EYFS & Y1.

FEEDBACK APPROACHES

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks in blue pen or the highlighting of learning objectives in **green** (Green to Go) or **pink** (Pink to Think).

TYPE AND FREQUENCY OF WRITTEN FEEDBACK

- Written feedback will **only** be used when the teacher determines that it is the most effective and relevant type of feedback for the subject / lesson / pupil or context. It will be the least frequently used form of feedback in most contexts.
- Written feedback **must** model all aspects of our presentation / handwriting expectations.
- When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and to have a clear, current and actionable focus **linked** to the specific Success Criteria / Learning Objective / target.

- Feedback should **not** have as its key focus handwriting or presentation unless these are part of the success criteria, LO or a target.
- Feedback can identify specific issues like the need to use key or technical words or Common Exception words. Pupils should act on these.
- EYFS and KS1 should use the marking codes as detailed in the Appendix.
- In KS2, written marking and comments should be used where meaningful guidance can be offered which 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 or give whole class / group feedback 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. These will allow children's achievements to be recognised and provide guidance for future learning.
- Any marking feedback needing additional work from the children will be completed as **Purple Practice**.

GREEN TO GO!

Green highlighter will be used to indicate examples of where the child has met the intended learning objective. This should be supported by highlighting the appropriate section on the Learning Objective slips. Other positive contributions or successes can also be acknowledged in this way.

Marking codes

These should be displayed on each class English Working Wall and referred to during feedback when appropriate.

Marking code in the margin:	Reason for mark:
SP (and underlined)	Incorrect spelling
CL (circled)	Incorrect capital letter
FS (Full stops) (with an arrow)	Missing punctuation
^	Missing ^ word
.....	Success in relation to learning objective *for example*: Amazing use of adjectives.
.....	Think! What do you need to practise?
VF	Verbal feedback given.

TARGET SETTING

A significant aim of feedback should be to ensure that children are able to identify how to improve or further their learning.

In some cases, targets or challenges are clearly set out through the use of accompanying comments; year appropriate targets are set in the back of English and Maths books.

In Maths, targets or challenges for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts and standard written methods.

In English, formal targets or challenges are drawn from the National Curriculum key objectives and from key literacy skills. There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers.

Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

FORMATIVE AND ORAL FORMATIVE FEEDBACK STRATEGIES

In order for a consistent and collective approach to providing strong feedback in lessons, the following list of possible strategies has been compiled. These strategies form part of the school's pedagogic model and are not 'bolted on' to lessons.

- Live editing (using technology where available)
- Group Guided or Shared Activities
- Teacher / Pupil metacognitive sharing / modelling
- Think / Pair / Share
- One-to-one sessions
- Enquiry Walls & Post-it Responses
- Anchor tasks
- Procedural and Conceptual Variation

BOOK EXPECTATIONS / FEEDBACK IN PRACTICE

Book Expectations:

- There is less focus on data, more on what is going on in the classes.
- Consistency is vital.
- Subject Leads should look at books every few weeks – stop & look at the impact of what is going on.
- Start with the end point of what learning should be by the end – how are we going to get there? Learning led, not task led.
- eg – *I am learning to write a story* is not specific enough.
  I am learning to create mood in a story using features from the Success Criteria is.
- Adults in school to use Pink pen when writing in Reading Records
- Date
- I am learning to
- Handwriting / presentation – basic joins in Y1, fully joined in Y2, joining as an expectation from then on – except for some children identified by the class teacher using their professional judgement
- Pride in books (not doodling on covers / inside – ever!)

- Limit use of worksheets – if using them, remove where from & personalise them. Worksheets **must** be trimmed to fit neatly in books. Children TAUGHT to glue in accurately and neatly.
- Writing across the curriculum should be comparable in each book ie Topic book writing should be comparable to that child's writing in their English book.
- Children should be encouraged and motivated to write as much as is possible for them.

Writing

- Long date / short in draft, I am learning to, writing in pencil KS1 & KS2, one line through mistakes (only adults to use a rubber in books), draft books (if used) will be treated with the same respect as other books, purple pencil for editing, correcting own spellings from underlined /discussed errors.
- Final draft into English books – any spellings / grammar errors underlined in marking & children correct (mindful of need).
- KS1 – daily Success Criteria / KS2 – blocked across a unit Success Criteria
- Marking – spellings underlined, ticking / crossing Success Criteria if in a block
- Marking at the end for an extended write – reflect on the whole piece as a writer. KS1 to use symbols.
- Give opportunities to edit & redraft to reflect on their writing as a writer – this gives them next steps. This will need to be taught.

Maths

- Short date, I am learning to, work in pencil, one digit per square, layout clear, colour coding / smiley face, rubbing out (with support in KS1 and independently in KS2 when deemed able to do carefully), sticking in personalised LOs or work.
- Make in class intervention clear:
  Mark 2 or 3 questions as incorrect with a dot
  Remodel the teaching in the book
  Child to correct in pencil & move on
  If possible, move on Greater Depth children faster
- Next steps if necessary.