



MABLETHORPE PRIMARY ACADEMY

Feedback and Marking Policy – revised Summer 2018

At Mablethorpe 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 the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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

A working party of teachers at Mablethorpe Primary Academy have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations and those of the Department for Education's (DfE) expert group which emphasises that marking should be **meaningful**, **manageable** and **motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics (NCETM) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our feedback policy has 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;
- written comments should only be used where they are accessible to students 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 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.

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 - 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.

What this looks like in practice

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 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 to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting

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 the lesson • May take 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 	<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 (marking)
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 tasks when compared to planning • Use of annotations to indicate future groupings

Marking approaches – Written work

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

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. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). 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.

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 further guidance for future learning.

Time may be allocated in the following writing session (if appropriate) to allow children to respond to review marking. If appropriate, an activity that extends their previous learning or introduces the next task may be ready on the board to ensure all children have a meaningful task to complete.

Marking approaches - Maths

In Maths, answers that are correct will be ticked in pink. Errors will be indicated by a **T** in KS1 and a **C** in KS2. Following any review marking, if the teacher feels that the errors can be corrected independently by the child, then this will be done at the beginning of the next session. If guided work will be needed to correct mistakes/misconceptions, a '**G**' will be used. As with Writing, marking in Maths should either ask children to correct mistakes they've made, use scaffolding where necessary, or challenge and extend their learning. Time should be allocated during the following Maths session to allow children to respond to the review marking. An activity that extends their previous learning or introduces the next task should be ready on the board to ensure all children have a meaningful task to complete.

At the end of the lesson, children will add a 'smiley face' next to their LO to indicate their self-assessment. If the teacher agrees with this assessment, they will tick it in pink. If not, they will indicate in green.



Target Setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

In mathematics, targets 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 are drawn from the school's Key Objective assessment framework in KS1-2, and from the 'Development Matters' documentation for EYFS.

For pupils in KS2, and those in younger year groups who are able to access them, targets are indicated by a "T" on the assessment sheets which are in the children's books.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

Marking Codes and principles

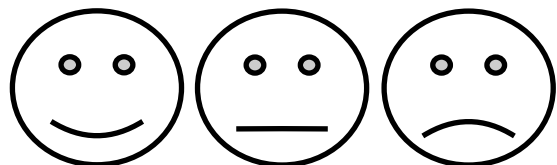
Some general points to note:

- Marking will be completed in pink and green fine tip pens only, alongside pink and green highlighters as appropriate
- Marking is around but not across the child's work
- Absence should be noted in all books that a child would normally have used that day, with the short date e.g. 10.9.14 - Absent
- Staff handwriting is a model for children. Therefore, our handwriting should be in line with the handwriting and presentation policy
- Marking codes used must be in line with those set out in the following policy. A copy of these codes will be displayed in every classroom/learning space for children to refer to
- Marking completed by all staff must follow the points made in this policy

Self Assessment and co-operative feedback

Next to their LO, children will add a 'smiley face' to indicate their overall assessment of their work.

If the teacher agrees with this assessment, they will tick it in pink. If not, they will indicate why in green.



Co-operative feedback will be introduced in Y2 (only for pupils deemed to be working at Greater Depth).

During co-operative feedback children will work in pairs to improve their work. The child whose work it is has control of the pen and ultimate say in the marking. Together they decide the best bits. Then, together they talk about improvements that could be made and the author makes them on the piece.

Evidence shows this type of review is more effective when used in a mid-lesson stop rather than at the end of a lesson.

Blue biro "polishing pens" will be used for this process.

Marking codes:

F - indicates verbal feedback. However, where F is used it **may** state what that feedback was, for example, 'Commas to separate ideas in a list'

G - Guided work. When the work completed is no longer guided, an

'**I**' -should be used to show at what the point the child began working independently.

Tick - correct work/LO achieved/Agreement with Self-assessment

● - correct this work (KS1)

C - correct this work (KS2)

Stickers/stamps or a staff smiley face to reward and motivate pupils are used as individual members of staff see fit.

In addition

M - Marble in a jar for good work

Foundation Stage:

The marking of children's work in Foundation Stage predominantly takes the form of verbal feedback provided by the teacher or TA during small group guided activities. Children are also encouraged to self-assess themselves against the learning objective through the use of 'thumbs up.' Staff support children in this process by verbally agreeing with or amending the child's self-assessment.

When appropriate, children are provided with 'Writing Books' for the formal recording of work, linked to phonics and 'Read, Write Inc.' These books will be marked using pink and green pens, as detailed above, and alongside the child to provide instant feedback.

Further examples of children's work which provide evidence of learning and progress against the EYFS 'Ages and Stages' will also be incorporated into individual learning journals (All About Me Books.)

Any child working at a level exceeding the Early Learning Goals will be introduced, where appropriate, to the more formal recording of work in writing and maths books as in Year 1. Marking of this will take place in accordance with Key Stage 1.

Policy to be trialled Summer 2018 then implemented and monitored from September 2018

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