Whitstable Junior School

Feedback and Marking Policy

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;
- 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 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 emphasises that marking should be: **meaningful, manageable and motivating.** We have also taken notice 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;
- 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 that 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.In the form of 1:1 conferencing.
- 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 the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of the 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.

At school, these principles 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 individual 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.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• 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	• Lesson observations/learning walks • Timetabled pre- and post- teaching based on assessment • Some evidence of sefl- and peer- assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comment/annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of tasks • May lead to targets being set for pupil' 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
Review expectations	**English** • For every extended piece of writing; teachers should provide a developmental comment or target, supported by target stamp. This comment would be followed up at the next piece of extended writing.	• Book Scrutiny • Books reviews during Pupil progress meetings

	- Learning intention (LI) highlighted in green, orange or pink. Purple ticks when question is correct and a pink highlighting of errors and misconceptions - All other pieces will use the marking code outlined in grid below, no comment is necessary. **Maths** - LI highlighted in green, orange or pink. Purple ticks when question is correct and a pink highlighting of errors and misconceptions . - Where appropriate one developmental/extension comment per week. If strand lends itself to further comments this could be used if felt beneficial to the children learning **All other subjects** - For each unit one developmental comment will be made during the term which will be reviewed, this review could be recorded or as part of verbal feedback .	

Marking Approaches

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.

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.

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, multiplications facts, and standard written methods.

In English, formal targets are drawn from the school's Assessment system (Steps) in year six the assessment framework is used.

There is no expectations 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 Code

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 combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age appropriate elements may be included in some phases of the school.

Annotation	Meaning
Green	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
Pink	Work which needs further attention or displays an error or misconception (eg letter needing capitalisation; poor word choice; specific error in calculations etc)
SP	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In year six, pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed) and correct it.
//	New paragraph needed here
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work, e.g. TV to indicate use of technical vocabulary.	

Recording of LI

Year three pupils will 'write' one LI a day.All other subjects in that day will have the LI will shared using other approaches(Stickers etc) .