



Whitstable Junior School Feedback and Marking Policy

Governors' Committee Responsible: Curriculum Committee

Policy Originator: Headteacher

Status: Non-Statutory

Review Period: As necessary

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Next review date: As necessary

Signed: _____ Chair of Governors

Signed: _____ Headteacher

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 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 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;
- written comments should only be used where they are accessible to children 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 children 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 children in lessons, allowing them to make good progress.
- All children's 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 practices can be seen in the following practices:

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 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. 	<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 • 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 • Can involve whole groups or class and use of whole class feedback sheet (appendix A) with DIRT (Dedicated Improvement and Reflection Time) built in to next lesson. • 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's 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 • Whole Class Feedback Sheets

Marking Annotation

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 as a minimum.

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 children 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. Use of whole class feedback sheet (appendix A). This can be handwritten or electronically completed. It must be saved or kept in a termly file.

DIRT (Dedicated Improvement and Reflection Time) built in to next lesson.

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 English, targets for all pupils are based on long writing tasks, identified through Steps Sheet.

In mathematics, individual targets will be based on knowledge of multiplication and division facts. Whole class targets will be identified through gap analysis.

There is an expectation that targets are 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.

Target Annotation	Meaning
Pink Highlighter	Target Identification Used on step sheet to select skill to be next target. One skill to be selected.
Target Stamp	Focus children on their target Used at the top of next piece of long writing to remind children to look back at target on Step Sheet. Upper school children write target from last piece of work in green pen. Lower school children this is discretionary.

Guidance for marking by the child

Children self-mark or edit work using green pen.
Any peer marking is completed in red pen.

Marking Code

Teachers mark using purple pen.

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.

Annotation	Meaning
Highlighter on Learning Intention.	Green-LI achieved Orange-LI partially achieved Pink-LI not achieved
✓✓	Purple Pen-Double tick in margin identifies an example of meeting LI.
✓	Purple Pen-Correct answer
Pink highlighter	Pink highlighter used on Steps Sheets to identify next target.

~~~ ( <b>wiggly line</b> )	Purple Pen -Work which needs further attention or displays an error or misconception (eg letter needing capitalisation; poor word choice; specific error in calculations etc).
<b>Sp</b>	Only used in years 3, 4 and 5. Incorrect spelling. This will be used selectively when marking work. A child will ordinarily be expected to find the correct spelling using a dictionary (with support where needed).
<b>Year 6 Sp</b>	Sp used terms 1 and 2. Children encouraged to identify spelling errors independently from term 3.
//	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.	

## Appendix B



### WJS Feedback Marking Grab Sheet

Class:

Date (of lesson):

Subject:

Learning Objective:

Work to Praise and Share: (Include why)

Over all Class Skills/Knowledge Errors:

SPAG

Success Criteria: (genre / features)

Next Steps/ Next lesson notes:

Children who require further support and how this will be addressed: