

# Stoke Row CE School



## Feedback and Marking Policy

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### Document Approval Record

Committee	Teaching and Learning
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# Stoke Row C.E. School Feedback and Marking Policy

'Shine like stars and become light in our world'

At Stoke Row School we aim for our children to have the brightest futures, each one nurtured individually to be a guiding light with a unique sparkle.

We teach on another to live with kindness and respect.

We help our children to understand that with courage and perseverance they can excel.

These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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## 1. Definition

Feedback is part of the teaching & learning cycle, and we 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 research by the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation and Sutton Trust 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 towards excessive workload. We have researched and embraced the alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations ([A marked improvement?](#)), and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also noted 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.

## 2. Key principles

2.1 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
- 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

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- 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 effective 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 (using the marking code)

### 3. Feedback

3.1 The aims of giving feedback to pupils are;

- To ensure that feedback will help pupils recognise and develop their strengths
- To diagnose and remedy their misconceptions or problems by highlighting areas for improvement
- To support children in identifying and rectify their errors
- To ensure that feedback will advance pupil progress and outcomes

3.2 The following principles describe our approach to giving feedback regarding children's work (mainly their written work, but principles apply to oral and physical activities as well);

- Making clear to the pupils what the success criteria are either through toolkits (lists features required for a particular task or skill) or differentiated task criteria (verbal, written or self-written as 'must, should, could' or a checklist)
- Providing time for pupils to review and respond to feedback and to work on improvements that have been identified
- Sharing good examples for pupils to learn from
- Encouraging pupils to exchange books to learn from each other
- Using peer marking and self-assessment where appropriate (peer marking will be collaborative, the author has the final say; it will be discussion based in KS2)
- Indicating level of support offered if working with an adult where appropriate (T – Teacher; TA – Teaching Assistant)
- Publicly rewarding effort and attitudes (through house points or being put on 'the golden elephant')

### 4. Feedback and marking in practice

4.1 It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to adjust their future teaching accordingly. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching

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2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

4.2 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. Emphasis should be placed 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.

4.3 These practices are expanded upon in the table below:

<b>Type</b>	<b>What it looks like</b>	<b>Evidence(for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, such as from children’s responses using mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Mid lesson self- or peer-assessment against an agreed set of criteria</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Purple pen annotations where pupils have responded to self / peer / teacher feedback</li> <li>• Teachers will highlight in orange anything that has been discussed with a child whether it be positive or negative feedback; this is part of educating the children that all feedback is moving their learning forward</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide a</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• On lesson plans</li> <li>• Some evidence of self- and peer-assessment</li> <li>• Purple pen annotations where pupils have</li> </ul>

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	teacher's further use of review feedback, focusing on areas of need	responded to self / peer / teacher feedback • May be reflected in selected focus review feedback (marking)
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to next steps or extension tasks being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

## 5. Marking Approaches

5.1 All written/recorded work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or smiley faces

5.2 In Foundation Stage pupils receive immediate feedback and verbal next steps based on development matters. Toward the end of the school year, some pupils may receive written feedback in line with the school policy.

5.3 Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. The marking code should be used where this is understood by pupils (see 6.1 for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

5.4 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.

5.5 Every piece of work will have evidence of acknowledgment by the teacher which is either via verbal or written feedback. Teacher acknowledgement will highlight to children their next steps.

5.6 In the case of SEN or vulnerable learners, individualised feedback systems may be created.

## 6. Approach for review feedback / marking for core subjects

6.1 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. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school. Our marking code has been kept intentionally simple so the children able to access it.

Marking Codes
<ul style="list-style-type: none"><li>• TT- Teacher talk</li><li>• CC-class check</li><li>• AH-Adult help</li><li>• HP-house point</li><li>• PR-peer review (signed by both pupils)</li><li>• ☺- seen it</li><li>• PA-planning adjusted</li></ul>

6.2 Teachers should give feedback focused on the learning outcome for the lesson, but should not ignore key skills that may impair children's progress and may use the slips/errors approach to encourage children to self-edit.

6.3 Where pupils have not self-checked their own work sufficiently they should be encouraged to take responsibility for their own learning, through use of editing and redrafting, to ensure they have completed their work to the highest standard.

6.4 Marking for other subjects should acknowledge the work a child has done, valuing their efforts and achievement.

6.5 Staff may choose to highlight errors in key English and Maths skills across the curriculum.