

Compassion

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Feedback and Marking Policy

We strive to support all members of our community to feel valued, nurtured and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences which promote school based valour and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

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Revision History

Version	Date	By	Description
V01	Jan 24	G.Hawkins	Update and refined symbols

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At Wittersham, we recognise the importance of feedback as an important 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 best practice from the Education Endowment Foundation (EEF) and also 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. The EEF research shows that effective feedback should:

- Ø Redirect or focus either the teachers' or learners' actions to achieve a goal
- Ø Be specific, accurate and clear
- Ø Encourage and support further effort
- Ø Be given sparingly so that it is meaningful
- Ø Put the onus on the students to correct their own mistakes, rather than providing correct answers for them
- Ø Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Key Principles

Our policy on feedback has the following core principles:

- Ø The sole focus of feedback is to enhance or further children's learning and engender greater progress.
- Ø Feedback delivered closest to the point of action is most effective, and as such feedback delivered in the lesson is generally more effective than comments delivered at a later date.
- Ø Feedback is provided to pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Ø Feedback is 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.
- Ø All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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Feedback and marking in practice

It is vital that teachers evaluate the learning 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 learning completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Wittersham, we believe that teachers are best placed to judge which type of feedback is appropriate for each child and should use their professional judgement in order to further children's learning. These practices **may** be seen in the following:

Type	What it looks like	Evidence (for observers)
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Immediate	<ul style="list-style-type: none">· Includes teacher gathering feedback from teaching, includes mini-whiteboards, bookwork etc.· Takes place in lessons with individuals or small groups.· Often given verbally to pupils for immediate action· May involve the use of a teaching assistant to provide support or further challenge.· May re-direct the focus of the teaching or the task· May include highlighting or 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
Summary	<ul style="list-style-type: none">· Takes place at the end of a lesson or activity· Often involves whole groups or classes· 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· Some evidence of self and peer-assessment· May be reflected in selected focus review feedback (marking)

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Review	<ul style="list-style-type: none">· Takes place away from the point of teaching· May involve written comments or annotations for pupils to read or 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' immediate action or future attention	<ul style="list-style-type: none">· Acknowledgement of learning completed· Written comments and appropriate responses/action· Adaptations to teaching sequences when compared to planning· Use of annotations to indicate future groupings on planning documents· May be seen via the use of 'Whole Class Feedback Sheets'
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Marking Approaches & Written Feedback

All learning will be acknowledged in some form by class teachers which may include praise or simple symbols such as a tick or other symbol according to the marking code.

- Ø We mark all work in green pen and ensure it is in a different colour to the child's learning.
- Ø All learning is assumed to be independent unless annotated otherwise. When learning is supported by the Class Teacher or Teaching Assistant, CT or TA Support will be noted and the ratio given eg, TA Support 1:4 or CT Support 1:1. EYFS teachers will mark independent work with 'I' for assessment

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use.

- Ø If written comments are made we ensure that they are legible, brief and accessible for the child. Children must be able to understand our comments and know what to do in response.
- Ø Children are given time to respond to written feedback in their books.
- Ø Children may be involved in self or peer marking and this will either be completed in pink pen or pencil where appropriate.
- Ø We use the school marking code and editing key consistently throughout the school when marking writing (see end of policy for marking code & symbols).

Although we share common principles concerning the marking of children's learning, we recognise that the task is different at various stages in each child's development.

In Foundation Stage and 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. Where pupils are unable to read or understand such comments, these are shared with the children at the next available opportunity. Notes may be added by the Class Teacher or Teaching Assistant in order to annotate learning and identify next steps.

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 provide a written comment. This may be achieved through the use of a Whole Class Feedback Sheet (see example at the back of the policy). Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

When marking any **written work** our approach may vary but building on from KS1:

- Ø We may correct a maximum of three or four spellings, linked to what they should be able to spell from their phonics/spelling programme. We highlight or underline the word and write 'sp' in the margin. Children should be encouraged to correct the word independently but it may be appropriate for a teacher to write the correct word, for example, when the child has not begun the word with the first three letters correctly. In all cases, the corrected spelling should be written out 3 times either in the margin or at the bottom of the work.

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- Ø Not all punctuation or grammar errors are marked in every piece of work but will be noted as a future teaching point.
- Ø Where verbal feedback has not already been provided, the teacher **may** decide to provide the pupil with a 'next step'. This should relate to a skill or text-specific feature that they need to demonstrate or include in subsequent writing, in order to demonstrate further progress. Teacher comments could include modelled examples. Next steps should be carefully considered by the class teacher and they should be confident that subsequent writing activities provide pupils with the opportunity to employ the skills/knowledge referred to.

In Mathematics

We have taken note of the advice given in the NCETM's publication: 'Marking and Evidence Guidance for Primary Mathematics Teaching', notably *Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.*

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- Ø For slips, the child's attention will be drawn to them and will be encouraged to correct them. A dot will be used to indicate any mistakes. Corrections and model examples of how to work it out should, where possible, be worked at the side of the mistake. Children should not rub out and substitute the correct answer
- Ø If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Ø Pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Pupils will use a pink pen or pencil to mark their work and identify where errors have been made. Where possible, they should correct their work independently, seeking advice from peers and adults where necessary.

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Whole Class Feedback Sheet Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

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Key stage 2

marking symbols

Code	Meaning	Action
Learning Question	I have achieved what has been asked of me	I know I have done well in this lesson
	My teacher is praising part of my learning.	I should respond to the positive comment by initialling to show that I have read it.
sp	I have made a spelling mistake. Sometimes my teacher will underline the word that needs correcting.	I should find the mistake and write the word correctly three times underneath my writing.
CL	I have not used a capital letter where I needed to.	I need to add a capital letter to my writing.
Λ	I have left out a word from my sentence.	I need to add the missing word.
P	I have not used punctuation correctly.	I need to find the punctuation error and add it to my writing.
Gr	I have made a grammatical error.	I need to identify and correct the grammatical error. Sometimes my teacher will point this out.
/	I have not started a new line when I needed to.	I should start a new line if I am editing and improving my work.
//	I have not started a new paragraph when I needed to.	I should start a new paragraph if I am editing and improving my work.
VF	My teacher has noticed an improvement needed in my work and has discussed this with me.	I should act on the advice my teacher has given me.
	My teacher is suggesting an improvement or correction to be made to my learning.	I should make the correction or improvement that I have been asked to do.

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Key stage 1 marking symbols

Code	Error	Action
Learning Question	I have achieved what has been asked of me	I know I have done well in this lesson
	My teacher is praising part of my learning.	I should respond to the positive comment by initialling to show that I have read it.
sp 	I have made a spelling mistake. Sometimes my teacher will underline the word that needs correcting.	I should find the mistake and write the word correctly three times underneath my writing.
CL	I have not used a capital letter where I needed to.	I need to add a capital letter to my writing.
	I have not used a full stop where I needed to.	I need to add a full stop in my writing.
Λ	I have left out a word from my sentence.	I need to add the missing word.
P	I have not used punctuation correctly.	I need to find the punctuation error and add it to my writing.
VF	My teacher has noticed an improvement needed in my work and has discussed this with me.	I should act on the advice my teacher has given me.
	My teacher is suggesting an improvement or correction to be made to my learning.	I should make the correction or improvement that I have been asked to do.

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