Ashurst Wood Primary School

Marking and Feedback Policy



The Little School with a Big Heart

Updated: July 2021

Review: Summer 2 2022

As a school we are mindful of 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 recent Education Endowment Foundation research (April 2016) 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.

**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 process which aims 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 before the next learning takes place.

• All work in books should be acknowledged by the class teacher in some form (see codes)

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning:

How this is achieved:

• The learning objective is shared at the point where it is best for the children.

• Success criteria will be developed with the children. This can be done in a number of ways such as:

* Creating success criteria after appropriate modelling from the teacher (for a new topic)
* Children correcting or reordering a success criteria
* Through seeing an end product and identifying success.

Children are given opportunities to compare their work with the learning objective

This is achieved by:

• Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.

• Mini plenaries and use of visualiser enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve

This is achieved by:

• A range of feedback (see below) prompts children to edit and improve in purple pen.

• Reviewing and improvement is ongoing through self and peer assessment in purple pen

**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 these three common stages in the learning process:

• **Immediate feedback** – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.

• **Summary feedback** – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self)

• **Review feedback** – away from the point of teaching including written comments and use of marking codes

As a school we feel 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. We place considerable emphasis on the provision of immediate feedback.

The following table shows examples of how feedback looks in practice at Ashurst Wood Primary.

