



CHEW STOKE CHURCH SCHOOL

Marking and Feedback Policy

This policy is written with reference to the Christian Foundation of the school.

'Confident in Learning, Caring in Life'

Our vision has been inspired by Luke 10:27

This policy should be taken and used as part of Chew Stoke Church School's overall strategy and implemented within the context of our aims and values as a Church of England School.

Introduction

At Chew Stoke Church School, we recognise the importance of marking and feedback as part of the teaching & 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. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. 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

Key Principles

Our policy on marking and feedback has at its core a number of principles. 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. Therefore:

- 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 by teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- 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.
- 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

Feedback and marking in practice

Type	What it looks like	Evidence
1 - Immediate	Includes teacher-gathering of evidence e.g. work on mini whiteboards Often given verbally for immediate action May re-direct the focus of the teaching or task set May include annotations following our school's marking code Any marking is completed alongside the children and is quick.	Lesson observations Some evidence in books
2 - Summary	Takes place at the end of a lesson or activity Provides an opportunity for evaluation of learning in the lesson. May be peer or self-assessment (purple pens)	Lesson observations Book scrutiny
3 - Review	Takes place away from the learning May involve written comments for the pupils to respond to May lead to targets being set for pupils' future attention or immediate action Provides teachers with opportunities for assessment Leads to adaptation of future plans May lead to verbal feedback at the start of the next lesson	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

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.

Marking Approaches

Teachers may acknowledge the work in books through simple symbols such as **ticks, codes or highlighting of the WALT (green/pink)**.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

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, a comment may not be needed in books. 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. The Educational Endowment Foundation recognises verbal feedback as having the biggest impact on learners, this will be given throughout lessons and many lessons will start with verbal feedback from the previous learning and will be our main way of feeding back to children and progressing learning. Following the DFE 'Eliminating unnecessary workload around marking', we will not expect verbal feedback to be noted in books, evidence will be from lesson observations, discussions with students and teachers.

At Chew Stoke Church School, we adhere to the following codes when marking work. All staff will mark in green pen and children self-mark, correct, edit and improve their work with purple pens (for longer corrections/editing a purple star will mark where editing has taken place, the editing can then be completed in pencil or black pen), where children need to look at their work again this should be annotated in pink - 'think pink'. The WALT may be highlighted in green when a child has demonstrated clear understanding of the lesson objectives and pink when further consolidation is needed.


The following codes (in pink) will be used when marking:

? = This doesn't make sense

_____ = Spelling mistake

~~~~~ = Misconception


O = Punctuation error

 Something missing

\_|-- = Next steps

// = New paragraph needed

/ = New line needed

 = Marks where a longer piece of editing has been completed

**In EYFS (Red – Autumn, Blue – Spring, Green – Summer)**

I = Independent work

S = Supported work

V = Verbal work

PD = Plan & Do