



Preesall Fleetwood's Charity CE School Marking & Feedback Policy

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

MARKING AND FEEDBACK POLICY

INTENT:

At Preesall Fleetwood's Charity School, gathering and giving feedback is a fundamental part of our teaching and learning and assessment processes. Feedback demonstrates a respect for the work produced, indicates the ways in which the individual pupil can improve and offers children an opportunity to reflect upon their learning and move it on another step. Feedback will also encourage the pupil to look at errors in a positive manner developing self-confidence, raise self-esteem and is in line with the school's positive approach to self-assessment.

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

Notable, the Department for Education's research into teacher workload has highlighted written marking as a contributing factor to workload. As such, our teachers continue to trial alternatives to onerous written marking which provide effective feedback in line with 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 the lessons.

When giving feedback and marking at Preesall Fleetwood's Charity, we aim to:

1. Involve the children in the process
2. Ensure that children receive diagnostic and constructive feedback to help move their learning on
3. Recognise the importance and raise the profile of timely and efficient verbal feedback
4. Make the feedback process as efficient as possible and reduce teacher's workload by minimising the amount of time teachers spend marking outside of lesson time. We prefer teachers to use time after-school to use the feedback gained from children in the lesson to appropriately plan/adapt follow-up learning.
5. Ensure that adults' subject knowledge is such that they are best able to offer the most appropriate diagnostic feedback; they can unpick misconceptions and see how best to challenge children
6. Show that we value the work children produce and celebrate achievement
7. Assess children's learning to inform planning and ensure differentiation
8. Provide effective communication between everyone involved in the child's learning
9. Maintain a consistency of expectation and practice in marking and feedback throughout the school

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of marking and feedback should be to further children's learning
- Evidence of feedback and marking is incidental to the process and we do not provide additional evidence for external verification
- Written comments should either be accessible to children or give an indication to other adults about the support
- 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 processes which aim 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 opportunity so that it might inform what and how teachers need to adjust their teaching both within and across a sequence of lessons to maximise the progress children can make.

Implementation:

Marking and Feedback 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 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)

These 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 reviewing the learning completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Preesall Fleetwood's Charity, these practices can be seen in the following approaches:

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 individuals 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• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson	<ul style="list-style-type: none">• Lesson observations/learning walks

	<ul style="list-style-type: none"> • Make 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"> • 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 • May involve written comments/annotations for pupils to read/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' 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

Other Protocols:

- Work is marked in green pen
- Work which has been marked by a supply teacher is acknowledged (supply)
- If a child misses part of a lesson due to a group intervention/music/dance lesson/nurture group, this is marked in their book, if it is anticipated it will have implications on future teaching and learning
- All work should start with the date which will be underlined and the work will be given a title (this may be stuck in books for younger pupils/SEN)
- Comments in books are written in a legible cursive hand to provide a good writing model
- Children edit their work independently in purple pen
- Children have opportunities to mark their own work and the work of peers
- The level of support a child receives to complete a task is commented on when appropriate

Subject-specific marking:

- **Maths** – calculations are marked for accuracy during the lesson or as early as possible afterwards either by the children or the adults to ensure that:
 - Errors and misconceptions are addressed in as timely a manner as possible
 - Children are not wasting time performing pages of calculations that are too easy for them
- **Spelling** – in addition to the usual diagnostic marking of pupils' work, incorrect spelling of age-appropriate high frequency words are picked up as a priority
- **Punctuation** – similarly, incorrect use (or non-use) of age-appropriate punctuation is highlighted as a priority

Teaching children how to edit and improve their work

We aim to teach children the strategies to edit and improve their own work and their peers work. We use 'editing stations' that children travel round to spot ways to improve their work. The three stages of editing we teach the children are: revise, rewrite and reimagine.

Revise: Children look specifically at their spelling and punctuation using different aids (e.g. grammar washing or dictionary). Children also look for missed or repeated words.

Rewrite: Children look at sentences (highlighted by the teacher) that need rewriting. They are encouraged to spot why it may have been highlighted and make appropriate changes during their rewrite.

Reimagine: Children look at sentence and/or paragraphs (highlighted by the teacher) where they could add more.

Our aim is to support children to find their own mistakes and spot ways of improving their writing. We use different symbols down the margins that suggest a change to the; the children have to look within that sentence and find the error themselves. This allows children to become independent with their editing and build transferable skills.

The strategic minimal marking model

Self-assessment and peer assessment to edit and improve learning

Within lessons, opportunities should be made for pupils to self-evaluate their own progress against the learning intention and success criteria. Children should be trained by teachers what to edit and improve in their work and how to do so. This will become less structured and a more independent process as children move through the school.

Pupils should also be given opportunities to engage in peer assessment and in doing so develop their skills of collaboration. These need to be carefully and skilfully modelled in order to safeguard self-esteems. Children will need to be given training and examples of what to look for and how to offer improvement suggestions – using success criteria to support this.

Equal Opportunities:

In accordance with our school Christian ethos, each child has the right to be treated fairly and to learn in a safe, secure environment. We recognise that some of our children have particular needs which means that we have to adapt our marking and feedback approaches accordingly to meet their emotional and academic needs. This will be done in agreement with our inclusion policy and be informed by educational research, best practice for children with specific needs and the involvement of guidance by outside agencies.

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