



Park Road Community Primary School

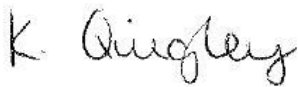
Effective Feedback and Marking Policy

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Review Date and Summary of Changes

Date of review	Summary of changes
October 24, version 1.1	Policy reviewed, formatting changes made, no change to policy

Signed by:



Headteacher

Date:

17 September 2024



Chair of Governors

Date:

17 September 2024

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Statement of intent

At Park Road Community Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other research. 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
- put the onus on students to correct their own mistakes, rather than providing correct answers for them
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the 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 lessons.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following trust/school policies:

- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Key Principles

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback can take several forms; either verbal or written. The form it takes is less important than the way in which it is given.
- Effective feedback, in any form, follows the three key principles outlined below.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

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 to adjust their teaching both within and across a sequence of lessons. In order to achieve this, school follows the three broad principles for effective feedback in appendix 1.

3. 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 four 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. next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

These can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, 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 of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations/learning walks
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 • May take form of self or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • 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 • Quiz and test results may be recorded in books or logged separately by the teacher
Feed forward: 'the next step is the next lesson'	<ul style="list-style-type: none"> • For writing in particular, a part of the next lesson may be spent teaching next steps, building upon learning and misconceptions that may have arisen, giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils, addressing and improving work and/or editing and redrafting their work.
Summative	<ul style="list-style-type: none"> • End of unit checks/assessments • Summative/standardised tests • quizzes 	<ul style="list-style-type: none"> • End of unit checks • Written assessment pieces • Quizzes • test results

4. Aims

Feedback should:

- be made throughout the lesson and reflect on the learning
- relate to the essential learning objectives and key skills that are shared with pupils at the beginning of each unit of work and clearly outlined in the pupils' books
- be in the context of the learning
- give recognition and praise for achievements
- give clear strategies for improvement
- give specific time for pupils to read, reflect and respond to
- be a two-way conversation between the teacher and pupil
- be seen by pupils as a positive way of improving them as learners
- be used consistently throughout each phase
- provide opportunities for pupils to be aware of their own learning
- used to inform future planning
- support and inform teacher assessments
- be manageable for staff
- be accessible for all pupils
- respond to pupils' individual needs
- be supported by the agreed marking codes for each phase (*Appendix 1*) and should be applied appropriately to the phase each child is working at. This will be applied sometimes in the presence of the pupil and distance marked at other times depending on the context of the intended learning. There is no requirement for work to be marked with written feedback if verbal feedback has been given (and marked 'VF') and there is clear evidence that future work is improved as a result of the feedback.

5. Implementation

Responsibility

- It is the responsibility of the class teachers to ensure that this policy is applied on a day-to-day basis.
- Senior leaders supported by subject leaders will be responsible for checking and ensuring that the policy is being applied in all subjects.
- It is the responsibility of the Subject leaders to report back on monitoring of policy in their areas to the Senior Leadership team and for this team to feedback to Governors on the implementation of this policy.

Feedback and Marking Formats

- All marking and written feedback should be clearly written in the colours outlined in appendix 1 – marking code (purple for progress/achievement and green for growth/next steps) and be clearly distinguishable to that of the pupils' work.
- All work must be marked or acknowledged (i.e. by initialling/stamper) by the teacher including work that has been peer or self-assessed/marked.
- When deep marking, teachers may use a range of questioning when giving feedback that promotes pupils to think of ways to improve learning, this will be through the use of a range of focussed and open questions related to the learning intention.

This can be in the form of an additional comment, or tick or an assessment reference, or simply the use of the marking code.

Verbal Responses

This will be against the learning intention and can be on going throughout the lesson or may be planned as part of the learning process. It might also relate to personal targets relevant to individual pupils.

Peer to Peer

Response partners will be used when pupils share work and to provide peers with constructive feedback.

In EYFS/KS1 this will be predominantly verbally and the use of limited symbols. As children progress through KS1 and into KS2, the use of written feedback/marking may be increased according to need and ability and judgement of teacher. However, there is no requirement for written comments to be included, if teachers deem verbal feedback to be the most effective form to move learning on.

Pupils will respect and value all pupils' efforts, corresponding in a constructive manner.

Response Partners

Response partners are used to involve the pupils in their own learning. A good response partner is not always the pupils' friend.

An effective response partner will critically comment on their partner's work, highlighting strengths and areas that could be developed.

Pupils need to be trained before they can effectively utilise response partners. Teachers will model and plan for this in lessons ensuring that it has a positive impact on learning.

Teachers will support dialogue between pupils and encourage them to discuss work and identify good examples and things that have gone well. This will be modelled by the teachers so that pupils know and understand the process and how to engage in this independently.

Self-Assessment/Marking

Opportunities for pupils to evaluate their own learning are regularly planned into the lesson. Pupils will be expected to use the marking code to show self-evaluation.

eg Star one word you are proud of...Share and discuss this with your partner.

Improvements should also be identified by pupils and recorded using a comment recorded supported by the steps symbol. A teacher should respond to the pupil's comments or evaluations when distance marking. This can be in the form of initials when appropriate.

Quality Marking

'Deep' marking will take place if and when the teacher deems this to be the most effective and appropriate way to move learning on. This is most likely to take place in English, or an extended piece of writing, when a pivotal piece of work is planned for and is a key point of potential progress. There is no requirement for a teacher to mark written work in this way and, if the teacher judges verbal feedback to be the most effective form of feedback to

enable the pupil to improve their work and progress, this will be marked 'VF' and evidence will be seen of improvement in the child's future work. However, there is an expectation that all pieces of work are marked for basic skills and standards ie expected punctuation, spellings using the appropriate codes.

Time

If the work has been distance marked by teachers, timely opportunities will be provided for pupils to reflect on comments.

This will be done when the teacher deems it to be appropriate and will be different depending on the nature of the work, the feedback and the actions required to improve following this.

Other Adults

- **Teaching assistants** give feedback in the same way as teachers and can mark using initials or symbols from the marking code and stampers to mark the work of groups of pupils or individuals that they have been working directly with as part of a main lesson. The class teacher must ensure that they have shared the learning intention and intended learning/skills/understanding so that teaching assistants are able to provide effective feedback and marking to pupils. It is the teacher's responsibility to oversee this work and to use this to inform planning and assessment.
- **Supply teachers** who carry out the duties of a class teacher are expected to provide feedback and marking in line with this policy. This policy is provided to all new supply staff as part of the handbook. Stampers that specify when a supply teacher has been teaching are available in the office and should be handed to the supply teacher with a copy of the policy on entry to school.
- **Teaching assistants and Supply Teachers** should clearly identify that they have provided the feedback/comments by recording their initials at the end of the feedback or marking.

Pupils Role in the marking

- The pupils are sometimes expected to peer assess and/or self-assess against the learning intention. They can use the essential learning objectives and key skills given at the outset of a unit of work to support their assessments and to make improvements. The level of feedback and quality of feedback will depend on the stage that pupils are working at in the curriculum.
- Peer and self-marking should always be checked and overseen by the class teacher. The teacher should model quality marking consistently before expecting pupils to engage in quality marking. Planned opportunities for pupils to apply quality marking should be clearly identified by the teacher as part of the learning process.
- When the work has been quality marked/distance marked against the learning intention and the steps in learning, pupils will be given an opportunity to respond to the comments and make any corrections that are required.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils. It will reflect their individual needs abilities. Visual prompts might be used to support individuals if this is appropriate.

Equal Opportunities

All pupils are entitled to be given feedback and have work marked in line with this policy.

Spelling, Grammar, Punctuation and Presentation

Pupils are expected to work and apply the basic skills for the level that the pupil is working at in English and across the curriculum.

- Spelling, grammar and presentation will be commented on although these should be limited as the key focus of the marking and feedback should be on the learning intention. Within upper key stage 2, teachers will mark within the margin for the correction of spelling errors, in LKS2 words will be highlighted. Where appropriate, the spelling will be written for the child by the teacher.
- When pupils are writing in other curriculum areas teachers will comment and cross reference to previous learning on punctuation, spelling, grammar and writing composition that is relevant to a child's stage of learning, promoting basic skills.
- Teachers will use the marking code to support this ensuring that pupils know and understand the code. This code will also be used by pupils when editing their own and peers work.
- Teachers are required to model high standards of presentation including the school's handwriting policy. They will also model correct spelling and grammar when providing written feedback.

6. Monitoring and Evaluating

This is an ongoing system as part of the school's self-evaluation schedule and will take the form of pupil interviews, scrutiny of work, lesson observations/learning walks and informal discussions with pupils, staff and parents as per the annual schedule.

Opportunities will be provided for staff to evaluate the implementation of the policy and its impact on pupils learning across the school through moderation sessions and focus staff meetings related to feedback and marking.

Subject specific scrutiny of work will have marking as an ongoing focus in line with this policy.

When giving feedback teachers will consider:

- does the feedback relate to the essential learning objectives and the key skills set out at the beginning of the unit of work in pupils' books?
- if written feedback, can this be read and clearly understood?
- how will the pupils be supported if they are unable to read the comments?

- what is the purpose of the marking? Who it is for - ie pupil feedback, parental feedback, assessment information for the teacher etc.
- when will pupils respond to the feedback?
- if written feedback, do the comments identify next steps for pupils with appropriate prompts used?

7. Monitoring and review of policy

This policy will be reviewed by the **Headteacher** and **English Lead** annually. The next review of this policy is shown on the front cover of this policy.

Appendix 1

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

Deliver appropriately timed feedback that focuses on moving learning forward

- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Appendix 2

Feedback, Marking and Editing Codes

Minimum Expectations for Marking

- Teachers will acknowledge all work by initialling, stamping or commenting on it if appropriate when not quality marking.
- Teaching assistants will acknowledge when working and supporting a group of children and when giving oral feedback by initialling and/or with a stamper.
- Teachers will mark using a purple pen to comment on achievements against the learning objective, including using the star symbol next to specific words/phrases/sections that highlight how this has been achieved and green pen to comment on next steps or areas that need to be improved ie by marking around the word/phrase in green as an area to improve
- If the learning intention has been met, teachers will extend the learning through formative feedback.
- Comments can be made during the class time in the margin; if given verbally, TT or VF will be noted.
- Children will be taught to self and peer assess in the same way that teachers mark.
- Teachers will initial any peer and self-assessed work to indicate that they have read this and responded to any misconceptions or errors.
- Quality feedback and marking will be modelled in lessons by teachers.

Strengths



Indicate good choice of word/phrase, or where the learning objective has been met/applied well.

Improvements

TT or VF =Teacher Talk or Verbal Feedback

I = Independent Work

. = Incorrect

√ = Correct

√√ = indicates a child has gone back and responded/amended/improved original work as per the feedback

Sp = Spelling Mistake

// = New Paragraph

P = Punctuation Error

^ = Something needs to be added



Drawn around the word/phrase in green pen=Read again and improve