



Marking and Feedback Policy

Approved by:

Governing Body

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At Beever Primary School, we recognise the importance of feedback as 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 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.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Staff at Beever Primary School have explored together how we 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.
- The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Principles of feedback and marking

Beever Primary School outlines three key questions which underpin high-quality marking and feedback:

- 1) Where am I with my learning?
- 2) Where am I aiming to get to with my learning?
- 3) How do I get there?

Manageable, Meaningful and Motivating Marking

Manageable: Staff are expected to use accurate marking and to feedback to pupils at regular intervals, but not all work should or can be marked in depth.

- Pupils are given the opportunity to respond to marking and feedback in order to show understanding of how they can improve their learning through redrafting, corrections, extension work or applying ideas to new situations or problems.
- Staff will plan for and deliver high-quality instruction; they will clearly model and provide focused feedback.
- Staff will question pupils to assess their understanding and they will interpret responses to determine what feedback to provide.

Meaningful: The sole focus of feedback and marking should be to further children's learning.

- Written comments should only be used where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is most effective.
- Clear strategies for improvement are given to pupils.

Motivating: Marking and feedback should help to motivate pupils to make progress.

- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievements and to celebrate progress.
- Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- Pupils should engage in self and peer assessment activities as these help to enrich the dialogue between staff, pupils and their peers.

Marking and Feedback in practice

At Beever Primary School, we recognise that in order to improve learning pupils must actively use the feedback they are given.

We know it is vital that staff evaluate the work 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) Responsive feedback- at the end of a lesson/task
- 3) Summary feedback- away from the point of teaching (including written comments where appropriate).

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. At Beever Primary School, we place considerable emphasis on the provision of immediate feedback. We also recognise that some children may respond positively to specific types of feedback while others may not, therefore feedback should be tailored towards the child: teachers are the best judges to determine the level and type of feedback for their pupils. Feedback which focuses on a child's personal characteristics, or that gives only general or vague comments, is less likely to be effective in ensuring children's work improves. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Beever Primary School, these practices can be seen in the following ways:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes staff 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 TAs to provide support or further challenge. • May redirect the focus of teaching or the task. • Mini plenaries throughout the session. • May involve use of visualisers to review and discuss learning. • May include annotations according to the marking code. • Involves effective questioning and tasks designed by the teacher with feedback in mind. • Misconceptions are addressed and strategies taught to counter them. • Models, explanations, demonstrations and scaffolds are provided by the staff and worked through with the children in the lesson. 	<ul style="list-style-type: none"> • Evidenced within lesson visits/observations. • Discussions with pupils. • Some evidence of annotations or use of marking code/ highlighting.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • May take place after the lesson or activity with individuals or groups. • Provides an opportunity for evaluation of learning in the lesson. • May take the 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. • May be delivered by a teaching assistant based on the guidance of the teacher. • An element of the child's responses to catch-up may be recorded in their workbooks to show progress over time. 	<ul style="list-style-type: none"> • Evidenced within lesson visits/observations. • Discussions with pupils. • Some evidence of annotations or use of marking code/highlighting/written comments. • Pre and post assessments. • Some evidence of self and peer assessments.

Summary (feed-forward)	<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. • Takes place in the following lesson (reflection time)- time is allocated for editing based on feedback given. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequences. • Use of annotations on planning. • Use of AFL books.
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Marking Approaches

All work will be acknowledged in some form by teachers. This may be through simple ticks or through use of the marking codes (see appendix 1).

In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for 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/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 has not been possible to provide during the classroom session. The marking code should be used for consistency where appropriate. Where a child needs to edit their work, a purple pen should be used. 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 simple tick or indication of the learning challenge having been met is sufficient (no further annotation may be needed).

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will provide clear guidance for future learning. Instead of detailed marking in individual books, teachers may use their AFL books where appropriate.

Monitoring and Evaluation

Senior leaders will monitor the implementation and effectiveness of this policy to ensure marking and feedback enables pupils to progress in learning: this will involve book looks, lesson visits and discussions with staff and pupils. The policy will be reviewed annually by all staff to ensure it takes account of the most recent research studies, DfE guidance and to ensure it has a high impact on learning outcomes.

Appendix 1- Marking Codes

VF	Verbal feedback given	sp _____	Sp in the margin and a word underlined indicates a misspelled word
✓	Correct response given	∧	Insert a missing word
× or .	Incorrect response given	//	New paragraph needed
✓ (LC)	Learning challenge has been met	→	An arrow followed by a comment indicates the child's next steps/target
?	Your sentence does not make sense		