GAYTON PRIMARY SCHOOL

Marking & Feedback Policy

Approved by:	SLT & Governors

Last Reviewed on:	July 2018

Next review due by:	July 2021

Overview

At Gayton, we recognise the importance of 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.

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. As such, we have investigated alternatives to onerous written marking which can still 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.

Key Principles

Our policy on feedback has at its core a number of 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 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 appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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 teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

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 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 but not exclusively, written comments)

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. 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 Gayton, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- 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.	- Lesson observations/learning walks - Some evidence of annotations or use of marking code/highlighting
Summary	- 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 - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - 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	- 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	- 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

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

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. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). 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, this need not be annotated. **NAG targets** should be used to highlight areas requiring improvement (e.g.handwriting, presentation, spelling, punctuation, vocabulary). *This should be written at the end of the piece of work as part of the feedback process to ensure it is followed up.*

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. In most other areas, a 'NAME' code will be applied at the end of a piece of work. The children will know that depending on which letter from the 'NAME' acronym applies to their work, they will have to look for the follow-on task at the start of the next lesson.

The code applies as follows:

N   Not completely understood the work towards the objective

A   Almost there! Still some reinforcement needed but generally good understanding

M   Met the Learning Objective

E   Exceeded the work needed for the objective

This will then apply to the follow-on work planned by the teacher. It may involve further reinforcement, work with a Teaching Assistant or developmental/extension work to take the understanding to a deeper level. It may also be that this is the point to develop learning in a different area.

The adoption of this approach means that teaching staff are able to focus their attention on the quality of the work required next in a unit, rather than arduous and detailed feedback that may not have as much impact.

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Self-editing examples - Children may use 'purple pen' to edit and correct their own work, particularly in extended writing. In addition to this, for some tasks, the children may use editing 'flaps' which are stuck over a paragraph or section of writing to be edited and the edited version written on this, so that the original version can still be seen, to provide evidence of independent editing.

It is useful to use examples of children's work that demonstrate really good understanding/layout or completion of the objective to show other children how it can be completed successfully. This is also endorsement of good work for the individual/group concerned.

Annotation	Meaning
green highlight	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended learning objective/outcome.
yellow highlight	Grammatical and punctuation errors
Red/pink highlight	Incorrect spelling. This will be used selectively when marking work, focusing on key words, High Frequency words or learnt patterns which should have been embedded. (i.e. spelling patterns which should have been secured by a pupil, or represent a pupil's next step in spelling development.) These words will usually be entered into a spelling journal for further reinforcement. KS1, this will be accompanied by the corrected spelling. KS2 pupils will ordinarily be expected to find the correct spelling using a dictionary (with support where needed)
	Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work. See below for examples.

/ (tick)	This work is correct
/ / (two ticks/smiley face!)	A particularly good word/phrase/section of work
X	This is incorrect
/\	Missing word
/	Space needed
//	New paragraph needed
Date?	No date on work
L.O./title?	No learning objective/title on work
V	My teacher has talked to me about my work (verbal feedback)
TA / T	Supported by a teaching assistant or teacher
Su/St	Lesson delivered by a supply teacher or student teacher
NAG	A basic skill which may not be the core focus but needs remembering (handwriting, capitals, punctuation, grammar, spelling etc.)
G	Group work
EBI	Even better if… (*Written as feedback*)

Staff will refer to <u>Learning Objectives</u> so that children understand the purpose of the work they are undertaking.

<u>Success criteria</u> are used to guide children to understand how they will know if they have been successful in their work or what it is that the teacher is expecting them to do in order to prove their understanding.