



## Feedback and marking policy

Reviewed by	Signed (Chair)	Date Reviewed	Review Due Date
Board Of Governors		March 2021	March 2022
SLT		November 2022	

At All Saints C of E 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. Our policy is underpinned by the evidence of best practice and research that shows effective feedback should be **meaningful, manageable and motivating**.

- 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 they are wrong

## 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 or signpost adults to further children's learning
- feedback delivered closest to the point of action is most effective and as such feedback delivered in the lesson is more effective than comments provided at a later date
- feedback is provided both to teachers and pupils as part of the assessment process in the classroom and takes many forms other than written comments
- feedback is 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 impact on future learning. When work is reviewed it should be acknowledged in books.

Within these principles our aim is to make use of good practice 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.

## 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 adjust their teaching **within** a lesson and/or across a sequence of lessons. Feedback occurs at one of three stages in the learning process:

1. Immediate feedback- at the point of teaching
2. Summary feedback at the end of lesson/task
3. Review feedback- away from the point of teaching (this may include written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching learning is likely to most effective in driving further improvement and learning. 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 be on providing information for the teacher to adapt teaching.

At All Saints feedback can be seen in the following practices

Type	What it looks like	Evidence (for observers)
<b>immediate</b>	<ul style="list-style-type: none"> <li>• Includes gathering feedback form teaching including whiteboards, books etc</li> <li>• takes place in lessons with individuals or small groups</li> <li>• usually given verbally for immediate action</li> <li>• may involve use of a Teaching Assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting and /or annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations /learning walks</li> <li>• Evidence of VF annotations and improved work</li> <li>• Some evidence of use of marking code/highlighting.</li> </ul>
<b>summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides for an opportunity for evaluation of the lesson</li> <li>• Self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases may guide a teacher’s further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post- teaching based on assessment.</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback ( marking)</li> </ul>
<b>review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve some written comments/annotations for pupils to read/respond to.</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptions to teaching sequence/tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings.</li> </ul>

## Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting the Learning Intention. All feedback and marking will be in green pen.

In Foundation Stage and Key Stage 1, review marking will only lead to comments for those pupils who are able to read and respond independently or to signpost adults to further the child's learning. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the first available opportunity and the marking code used.

(see end of policy for marking codes & symbols)

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 provide 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 written as a comment.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow the children's achievements to be recognised and provide further guidance for future learning. Success criteria will be used to assess a pupil's ability to meet desired outcomes. These may be provided as part of sequence of teaching.

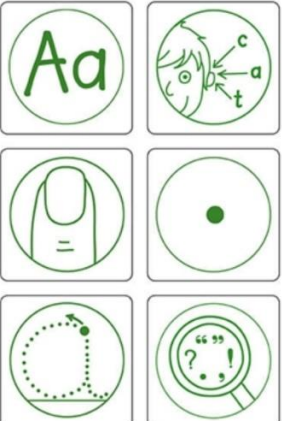
**Whole class feedback** is used, some of the time. This is found to be effective as it is performed after the lesson in preparation for the next lesson. The teacher writes notes for themselves about where the children may have misunderstood a concept, where there are common spelling errors, work that needs praising and sharing, or if there is something that needs addressing in the next lesson. The teacher can then share this information, with the whole class, at the start of the next lesson thus focusing the learning, empowering the children, and also setting the expectations explicitly. An example of whole class feedback is shown below:

Whole Class Feedback Sheet

<b>Work to Praise and Share</b>	<b>Need Further Support</b>
<b>Presentation</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	

# Marking Code

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 our marking code, which combines highlighters and symbols codes. These codes are set out below. Codes are to be written in the margin or at a meaningful position within the child's work.

Annotation	Meaning
<p>xxxxxxx</p> <p>(T) (TA)</p>	<p>Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the learning intention (Highlighted on the success criteria NOT the child's work or the Learning Intention)</p> <p>with adult support – T: Teacher, TA- support staff : highlighted on the Success Criteria</p>
<p>xxxxxxx</p>	<p>Incorrect spelling. This will be used <b>selectively</b> when marking work focussing on spellings of high frequency words which should have been secured by a pupil or represent the next step in spelling development</p>
<p>//</p>	<p>New Paragraph needed</p>
<p>^</p>	<p>Missing word</p>
<p>○</p>	<p>Missing punctuation (that they SHOULD know)</p>
	<p>Key stage 1 marking grid: highlight PINK if any punctuation is missing</p>

# Presentation Policy

## Purpose

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow.

## Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

## Making it a reality

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year.

Where possible, all staff should ensure that presentation is celebrated through:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations
- Ensure good presentation is rewarded in line with whole school behaviour policy (praise, Class Dojos, Headteacher awards)
- Handwriting will be taught in line with the handwriting policy on a regular (at least weekly in KS2 and more often in KS1/EYFS) basis. The focus of these lessons will be correct letter formation. Children will need to be taught how to join their letters correctly

## Non-negotiables for presentation

- Date is written as the long date for English work and the short date for Maths and other subjects: use the agreed LI format
- One digit or symbol per square in Maths
- The margin is used as a guide of where to start
- Handwriting is on the line with clear ascenders and descenders
- All drawings and diagrams should be in pencil
- Felt tip pens are not used in exercise books
- Gel pens should not be used in exercise books
- Coloured pens will only be used for specific reasons by children, e.g. purple pen to polish
- Pencil crayons should be used in exercise books for drawings and diagrams
- One single line is used to cross out mistakes
- Absolutely no writing on covers or on the inside covers of books
- No doodling on pages in books or on covers
- Rubbers are not used unless they are part of a child's SEND provision
- Staff and children write in a clear, joined cursive style
- Children write in black school handwriting pens

## Starting new work

Children should be taught where to begin a new piece of work. As a general rule, children will start a new page when there are only a few lines left, otherwise they rule off and use the same page.

## **Writing tools**

- Work in maths books across the school should be completed in pencil.
- Children will use a pencil in EYFS and Year 1 and then work towards using a pen from Year 2 onwards. KS2 children will use a pen for all lessons apart from maths.
- Normal sized HB pencils should be use e.g. not chunky pencils, coloured pencils.
- Only black handwriting pens should be used by children in all exercise books e.g. no biros or gel pens.
- Staff giving any written feedback will use green pen only.
- Children should work towards consistently writing in a clear, joined, cursive style. The letters and words must be a suitable size in relation to one another and overall presentation and correction of mistakes must be strong.
- Staff should assess if a child needs additional writing tools e.g. pencil grips, writing slopes.

## **Monitoring**

Presentation will be monitored by the Senior Leadership Team on a regular basis through:

- Work Scrutiny
- Standards Reviews
- Lesson Observations
- Pupil interviews