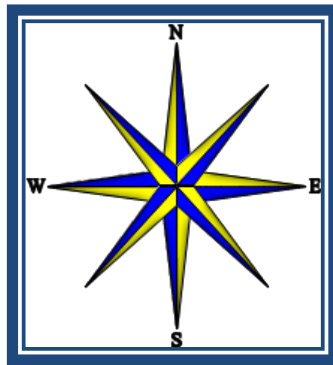
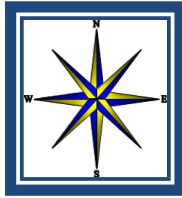


SOUTHERN ROAD
PRIMARY SCHOOL



FEEDBACK AND
MARKING POLICY

November 2017



As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice at other schools and developed a feedback policy that we feel has the most impact on children's progress and learning at Southern Road.

The recent ***Education Endowment Foundation research (April 2016)*** 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.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy.

Because of the changing nature of feedback and marking this policy will be reviewed annually.

KEY 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 (mini plenaries/using visualiser)
- Feedback is a part of the school's wider assessment process which aims 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 before the next learning takes place.
- ***All work in books should be acknowledged by the class teacher in some form (see codes).***

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning:

How this is achieved:

- The learning objective is shared at the point where is best for the children.
- Success criteria will be developed with the children. This can be done in a number of ways such as:
 - ***Creating success criteria after appropriate modelling from the teacher (for a new topic)***
 - ***Children correcting or reordering a success criteria***
 - ***Through seeing an end product and identifying success.***

Children are given opportunities to compare their work with the learning objective

How this is achieved:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of visualiser enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve

How this is achieved:

- A range of feedback (see below) prompts children to edit and improve in **green pen**.
- Reviewing and improvement is ongoing through self and peer assessment in **green pen**

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 these three common stages in the learning process:

- Immediate feedback – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.
- Summary feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self)
- Review feedback – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel 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. 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.

Feedback in Key Stage 2 **may** also be given to some children in the form of a class crib sheet on the board, in books or tables at the beginning of the following lesson.

See example below.

Punctuation: Incorrect use of inverted commas:

Abdul, Kaif, Mohamed A, Kai.

Openers that didn't provide enough description to set the scene:

Sarah, Andrew, Eliza.

Spelling: Key words spelt incorrectly

Petra, Lucy, Faith, Stephen, Michael and Mohamed C.

Carry on with next part (setting description)

Daniel, Hannah, Amina, Zakina, Adam.

The following table shows examples of how feedback looks in practice at Southern Road.


	<u>What it looks like</u>	<u>Evidence</u>
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 and use of marking code • Use of visualiser • Mini plenaries
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 • 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 • 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. • <i>Would take place at least once in every learning cycle for Maths and English.</i> • <i>At least once in every Science and Topic unit.</i> 	<ul style="list-style-type: none"> • Whole class differentiated feedback at the beginning of the next lesson. (KS2-Crib Sheets) • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations on planning to indicate future groupings.


Marking and Feedback Codes


All teachers to use red pen


Foundation Stage:

The majority of feedback will be given verbally by the teacher or another adult. In order for children to know if they have been successful or may require further support the following codes may be used:

 Indicates the child has achieved the learning objective.

 Indicates the child needs to find an adult for verbal feedback.

 Indicates the child worked independently.

 Indicates the child had adult support.

The above codes may also be used for children across the school with SEN and EAL (new to country).

Marking Codes

All teachers to use red pen

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. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In order for children to know if they have been successful or may require further support the following codes will be used:

😊 Indicates the child has achieved the learning objective.

VF Indicates the child has had verbal feedback to then improve (in green pencil)

✓ Indicates the child is correct.

● Indicates the child is incorrect

SP Next to incorrectly spelt word

Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.

English only

Peer and Self-Assessment: Children will have opportunities to self and peer assess against the success criteria (see example below)

Features	Self Assessment	Peer Assessment	Teacher Assessment
A Heading/Title	✓	✓	✓
Subheadings	✓	✓	✓
Introduction	✓	✓	✓
Diagrams	✓	✓	✓
Labels	✓	✓	✓
Captions	✓	✓	x
Facts	✓	✓	✓
Present tense	x	✓x	✓
Paragraph	✓	✓	✓
Varied sentence starters	✓	✓	✓
Third person	✓	✓	✓
Self: To improve my non – chronological report <i>Improve I should</i>	To Improve I should write in the present tense		
Peer: To improve your non – chronological report	To improve you need to use present tense		

Marking Codes

All teachers to use red pen

In Key Stage 2:

Written marking and comments should be used where meaningful guidance can be offered when 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. (Fed back to the children at the beginning of the next lesson e.g. crib sheet).

In order for children to know if they have been successful or may require further support the following codes may be used:

😊 Indicates the child has achieved the learning objective.

✓ Indicates the child is correct.

● Indicates the child is incorrect.

? – Indicates the work is unclear and must be addressed.

VT- visualiser time (May be indicated by child)

VF- verbal feedback (May be indicated by child)

Literacy only-For extended writing pieces:

SP next to incorrect word (Years 3 and 4)

SP in margin (Years 5 and 6)

P next to incorrect punctuation (Years 3 and 4)

P in margin (Years 5 and 6)

Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.

PA- Peer Assessment (green pen) against the SC using the two ticks and ladder approach.

SA- Self assessment (green pen) against the SC using the two ticks and ladder approach.