



Feedback and Marking Policy

Policy Date:	28 th November 2022	Version: 1.2		
Policy Review Date:	September 2024	Headteacher Nitash Odedra	Signed <i>N. Odedra</i>	Insert Date 28/11/2022
Ratified by Governing Body:				
Sue Welford (Chair of Governors)		Insert Signature <i>Sue Welford</i>	Insert Date 28/11/2022	

At Rushey Mead 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 of 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 Education Endowment Foundation and other expert research such as that by John Hattie. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus 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 guidance on how to improve and not just tell pupils 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, a working party at Rushey Mead has investigated alternatives to onerous 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**.

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 pupils according to age and ability;
- Feedback delivered closest to the point of learning is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments; e.g: verbal feedback, peer and self-assessment.
- 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 acknowledged by teachers at the earliest appropriate opportunity so that it might impact on future learning.

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 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 the information obtained 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 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 our younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

These practices can be seen in the following places:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, verbal responses, book work etc.	<ul style="list-style-type: none">• Lessons observations/ learning walks• Some evidence of annotations or use of marking code/ highlighting
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 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 written feedback and inform future sessions	<ul style="list-style-type: none">• Lessons observations/ learning walks• Some evidence of self- and peer-assessment dependent on key stage/ pupil ability• May be reflected in selected written feedback from the teacher (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 differentiation of tasks.	<ul style="list-style-type: none">• 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 an adult. This may be through simple symbols, such as ticks or highlighting of learning objectives.

In the Foundation Stage and Key Stage 1, marking will only lead to written comments for those pupils who are able to read the comments independently. Where pupils are unable to read or understand written comments, they are given verbal feedback at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered and when it has not been possible to provide this 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, the Learning Objective will be highlighted in green. If a child has received adult support to achieve the Learning Objective, an 'S' will be written beside the objective. In most cases, written comments will be focussed on extended pieces of written work or extended tasks. These will allow pupils' achievements to be recognised and provide further guidance for future learning.

From year 2 onwards, where a teacher has made a verbal and/or written comment and asked for a response from a child, children will use a purple pen to correct, amend or improve their written work.

Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. The core of this code for each phase is set out below.

Nursery and EYFS

Annotation	Meaning
Green highlight	Work which demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
Orange highlight	Work which needs further attention or displays an error or misconception e.g.: letters needing capitalisation; errors in spelling, punctuation and grammar, poor word choice; organisation and presentation of written work, specific errors in calculation, etc.
I or S	Children's work will be annotated with a I or S to indicate whether work was independent or supported by an adult.

Year 1

Annotation	Meaning
Green highlight	Work which demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
Orange highlight	Work which needs further attention or displays an error or misconception e.g.: letters needing capitalisation; errors in spelling, punctuation and grammar, poor word choice; organisation and presentation of written work, specific errors in calculation, etc.
	A finger will be drawn below writing where finger spaces have been missed. Children will respond by rewriting the sentence, remembering their finger spaces.

Year 2 - 4

Annotation	Meaning
Green highlight	Work which demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
Orange highlight	Work which needs further attention or displays an error or misconception e.g.: letters needing capitalisation; errors in spelling, punctuation and grammar, poor word choice; organisation and presentation of written work, specific errors in calculation, etc.
Assessment pieces	For writing which teachers may use for assessment purposes, the following symbols may be used to support independent editing.

	<p>C – missing capital letter P – missing punctuation Sp – incorrect spelling Gr – grammatical error</p>
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Year 5/6

Annotation	Meaning
Green highlight	Work which demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
Orange symbols	<p>The aim is for children in Upper Key Stage 2 to independently edit, improve and correct their written work to ensure their writing meets the outcomes relating to composition and the use of grammar, punctuation, spelling and language rich vocabulary.</p> <p>To support this, the teacher may use the following symbols in the margin or at the end of the piece of writing.</p> <p>P – missing punctuation Sp – incorrect spelling Gr – grammatical error</p>