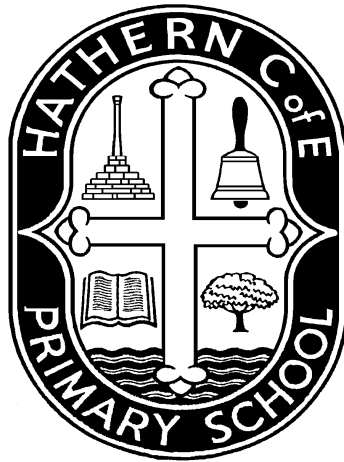# Hathern Church of England Primary School

Feedback and Marking Policy

September 2023

At Hathern Church of England Primary School, we believe in 'Learning and Caring Together'

Effective Feedback and Marking
At Hathern CE Primary 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

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor. Hathern CE Primary has investigated alternatives to onerous written marking, and collaborated with other schools who have already implemented effective feedback policies, in order to create this policy 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 National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the 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 the 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 the 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 the 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;
- 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 pupil's 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 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 allow them to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:
1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching 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 a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type of feedback	What it looks like	Evidence (for observers)
Immediate	• Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. • May involve the use of support staff to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting or annotations according to the marking code.	• Lesson observations/ learning walks. • Some evidence of annotations or use of marking code/ highlighting. • Teacher stamp used with pen corrections and improvements evident in the books.
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 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.	• Lesson observations/ learning walks. • Timetabled pre- and post-teaching based on assessment. • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit)
Review	• Takes place away from the point of teaching. • May involve written comments 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 response/ actions. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future groupings based on need.

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

In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/ understand such comments, these are shared verbally with the 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 of learning, the learning objective is highlighted.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognized and provide further guidance for future learning.

Self Assessment/Reflection
A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning.

Occasionally, the children may have the opportunity to write self-reflection comments or use smiley faces to show how they feel about their learning in that particular lesson. In Key Stage 2, sentence stems may be provided by the teachers support these reflections. In KS2 Maths, the children may self-mark after questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books every day.

Marking codes
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 (see Appendix 1), which combines the use of coloured pens and symbol codes. The core of this code is set out in the Appendix, although some additional age-appropriate elements may be included in some phases of the school.

Corrections
Not every mistake will be corrected. To correct everything is seen as counter-productive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objective/success criteria. However, other non-related errors that a child consistently makes should also be corrected as appropriate.

For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of children's independent work so that a true picture of performance is evident to teaching staff, children and parents.

Appendix 1: Agreed Whole School Marking Code

Mark in **GREEN**/think in **PINK**

Marking written work	
✔	Correct
X or .	Incorrect
_____ or **sp.**	Word spelt incorrectly
∧	Missing word or letter or punctuation
?	I do not understand this
//	New paragraph

General marking and feedback	
H	Help given
VF	Verbal feedback
ST	Work done with supply/student teacher
Checked by your teacher ✔	I have seen your work, thank you