

**ALL SAINTS UPTON CE PRIMARY SCHOOL**

**FEEDBACK AND MARKING POLICY**

**Adopted September 2022**

**Review Biennially at Autumn Standards Committee Meeting**

**Agreed by Standards committee Date Autumn 2022**

**Next review Autumn 2024**

This policy was written after consultation with all staff and presented to the Governors at Standards Committee Autumn 2022

At All Saints Upton, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation which shows that effective feedback should:

* Redirect or refocus either the teacher’s or 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
* Put the onus on students to correct their own mistakes, rather than providing correct answers for them
* Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

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 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**. We have also taken advice from the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers and pupils 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 focus of feedback should be to further and consolidate children’s learning
* Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
* Verbal and written feedback should empower children to take responsibility for improving their own work
* 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.

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 information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

**Immediate, summary, Summative**

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| **Type** | **What it looks like** | **Evidence** |
| **Immediate** | Includes teacher gathering feedback from within lesson e.g. white board, book work  Takes place in lessons with individuals or small groups  Often given verbally  May involve a teaching assistant to provide support or challenge  May re- direct the focus of teaching | Lesson observations/ learning walks  Some evidence of annotations or marking code |
| **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  May take the form of a quiz, test or game | Lesson observations/ learning walks  Some evidence of self and peer assessment  Quiz and test results may be recorded in books or logged separately by the teacher |
| **Summative** | End of unit or term assessments | Assessment results  Recorded on Insight Tracker |

All work will be acknowledged in some form by class teachers, using the feedback policy.

In Foundation and KS1 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 can be used where this is understood by pupils. Where pupils are unable to read/ understand such comments verbal feedback can be given. There is no requirement to record this.

In KS2 written marking and comments may be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. Marking needs to be consistent throughout the school so the guidelines for how much to highlight should be adhered to. Over marking does not develop our children’s resilience or independence and can also have a negative effect on teacher wellbeing.

Marking will be aligned to the subject being taught, but will follow the overall principles of this policy and marking guide.

Peer editing will take place with more regularity as children progress through the school and this will be shown through purple pen.

**Marking Guide for staff**

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| **Feedback in all books** | **Meaning** |
| **All teacher comments should be in green pen** | |
| **Two ticks next to Learning Objective** | **Learning objective has been fully or mostly achieved (e.g. in history or grammar/ punctuation exercises).** |
| **One tick next to Learning Objective** | **There has been some evidence of the learning objective being achieved, but not fully** |
| **Dot next to Learning Objective** | **Learning Objective has not been met or understood** |
| **VF** | **Can be used if direct conversation has taken place so that this can be referred back to if necessary. There is no expectation for this.** |
| **sp (spelling)** | **KS1 Max of 2 statutory or non-statutory words which can then be written under the child’s work to be practised**  **KS2 Max of 2 non statutory words written under child’s work to be practised. Any words which children should know should be included in the pink highlighted allowance and children should self-correct.** |
| **2 examples of letter formation can be written below child’s work to be practised** | |
| **//** | **New paragraph ( once children are expected to use paragraphs** |
| **^** | **Missing word (up to 3 examples)**  **Symbol to be introduced in Year 3. Before this pink highlighter used where this occurs.** |
| **©** | **Challenge, written in green underneath work. Children to respond in pencil or pen. Time must be given to allow for this.** |
| **English specific Feedback** | **Meaning** |
| **Green highlighting in main body of work**  **Pink (for think) highlighting in main body of work**  **Some work ( e.g grammar exercises may not require highlighting)** | **Up to five examples of good work which relate to the LO or demonstrate a particular skill e.g. technical vocabulary.**  **Work which requires further attention and correcting or editing by pupil. Up to five examples only.**  **NB Highlighting can be under or through writing dependent on child using pen or pencil.** |
| **Maths specific feedback** | |
| **All maths workbooks and exercise books must be either marked by the class teacher or self marked. However, there must be an indication that a child’s work has been reviewed. Examples of this could be child marking in purple pen with two ticks next to lesson objective, teacher marking in green pen with one or two ticks, errors highlighted in pink.**  **Following marking (either child or teacher led) feedback should be swift. This may involve teacher or children assessing learning (e.g. two piles of books ‘I’m happy’, ‘Need some help’) and should be followed up either same day or at start of next lesson by teacher or TA. This could be whole class, small group or individual.** | |

**All Saints Upton Marking Guide for the classroom**

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| **What is in my book?** | **What does it mean?** |
| **My LO has two ticks** | **I have done well and achieved the LO** |
| **My LO has one tick** | **I need to think a bit more about this** |
| **Some of my work is highlighted green or marked with a tick** | **These are examples of what I have done really well and should be proud of** |
| **Some of my work is highlighted pink** | **I need to spot my mistakes and try to correct these (with purple pen)** |
| **VF** | **My teacher spoke to me and I need to remember this to help me improve** |
| **sp** | **I need to practise these spellings 3 times under my work. My teacher might have written them, or I may need to check in a dictionary.** |
| **Letters or joins written under my work** | **I need to practise these to improve my handwriting** |
| **My teacher has written in green pen** | **I need to read this and maybe write a response.** |
| **KS2 ONLY**  **^**  **//** | **I have missed a word out and need to write it in purple pen**  **I need to remember to start a new paragraph** |
| **There is a challenge sign © on my work** | **I need to answer the question I have been asked ( in pencil or purple pen)** |