



Feedback and Marking Policy

At Dundry C of E Primary School we recognise that effective feedback is integral to the teaching and learning cycle. We are mindful of the research surrounding effective feedback and the workload implications of written marking. As such our policy is underpinned by evidence of best practice from the EEF and other expert organisations.

We believe that effective feedback will

- 1) Improve the work
 - Feedback will be like a recipe for improvement; specific and timely
- 2) Improve the pupils
 - Feedback will help to improve pupil's thinking and move their learning forward for next time
- 3) Improve our curriculum
 - Feedback will help teachers to redress, review and restructure learning, addressing misconceptions and deepening knowledge both in the lesson and across a sequence of lessons

Type of feedback	Example
Feedback that improves the work	Pupils can make these edits at the start of the next lesson: I is capital letter Capitals after full stops Spelling of 'collapse' and 'collapsed'
Feedback that improves the student	Activity for next lesson / following lesson Rewrite the opening paragraph of a story so it is in the past tense. Compare the two versions.
Feedback that improves the curriculum	The next unit I teach this class / the next time I teach this unit to another class Sequence of lessons on run-on sentences, fragments, and knowing where to put a full stop.

Daisy Christodoulou, [No More marking blog](#)

Notably research by the DFE into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore our policy seeks to ensure that whilst effective feedback is our core purpose, written marking will only be used when it is **meaningful**, **manageable** and **motivating**.

Key Principles

- the sole focus of feedback and marking should be to further the children's learning, make the children think, and inform future planning;
- 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, TAs and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;

E.g. Highlighting, ticks, stickers, stamps, yellow box, in-flight adjustments, mini-plenaries, planning adjustments, pre-teach, post-teach, peer-assessment, self-marking,

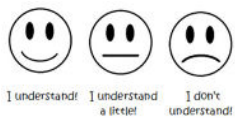
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- We value praise and recognise that written comments can be used to boost self-esteem as much as moving learning forward.

Feedback and Marking in practice



It is essential that teachers evaluate the work the children undertake in lessons and use the information this provides to adjust their teaching. This happens in one of four stages in the learning process:

- 1) Immediate feedback - 'do nows' at the point of teaching.
- 2) Summary feedback - at the end of a lesson or task.
- 3) Next lesson 'feedforward' - further teaching that allows children to identify and improve for themselves areas identified by the teacher through a review of a previous lesson.
- 4) Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning.

Immediate Feedback	
What this looks like for children and teachers	What this looks like for observers
<ul style="list-style-type: none"> ● Includes the teacher gathering feedback within the course of the lesson, including mini whiteboards, learning in books, oral responses etc ● Takes place in lessons with individuals or small groups ● Often given verbally to pupils for immediate action ('do nows') ● May involve the teaching assistant to provide support or further challenge ● May immediately redirect the focus of teaching or the task ● Will involve children using their 'purple polishing pen' in immediate response ● Will include the use of highlighters either in the margin against specific aspects of learning or against Success Criteria or the WALT- Maths and English/WALA- Foundation subjects (blue, green, or pink) 	<ul style="list-style-type: none"> ● Lesson observations / learning walks ● Book looks ● Evidence of children correcting errors in a purple pen ● Evidence of highlighting ● Pupil conferencing ● EYFS teacher-pupil talk and questioning ● Comments in reading record books




Summary Feedback	
What this looks like for children and teachers	What this looks like for observers
<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 (eg mini plenary) ● May take the form of self or peer assessment against an agreed set of criteria using smiley faces in the margin <div style="text-align: center;">  <p> I understand! I understand a little! I don't understand! </p> </div> <ul style="list-style-type: none"> ● May take the form of a quiz, test or score on a game ● May involve children self-marking with their purple pen ● Could involve children placing their books in the 'Green: I've Got it' box or 'Pink: I'm working on it' box at the end of the lesson. This will guide the teacher on who may need additional feedback sooner ● Will involve the teacher highlighting the WALT/WALA or parts of the WALT/WALA (blue, green, or pink). The teacher may also indicate if the learning was supported or independent if this is appropriate with a symbol in the margin. 	<ul style="list-style-type: none"> ● Lesson observations / learning walks ● Book looks ● self or peer assessments ● Test or quiz results recorded in teacher log books or pupil books ● Evidence of pre or post teaching on timetables and in books ● Highlights, comments, codes, stickers as appropriate

<ul style="list-style-type: none"> ● In some cases, may guide a teacher's further use of review feedback, focusing on areas of need, This will often take place as a pre or post teach session. ● Can praise effort as well as achievement and progress 	
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Feedforward	
What this looks like for children and teachers	Evidence
<ul style="list-style-type: none"> ● May be in the form of a whole class feedback sheet that has subsequently informed planning ● May involve the teacher annotating in the margin using our agreed marking codes and/or a pink dot or line to guide self-improvement ● May include next step comments when appropriate for individuals or small groups  <ul style="list-style-type: none"> ● May include a star challenge  <ul style="list-style-type: none"> ● Will often include a pink box, dot or line to indicate what can be improved, where or by how much ● Can be linked to spellings or other non-negotiables as a means to support the pupil's progress in their basic skills ● Can involve whole lessons for whole class feedback, for instance after a writing lesson teachers may spend time giving feedback to the whole class about strengths and areas for development, allowing time in the lesson for children to work on these areas, proof-read and edit their work. Children will make edits in their purple polishing pen or indicate with a small purple dot if they are redrafting a whole section ● Can involve 1:1 pupil conferencing to create a dialogue of feedback and improvement ● May be in response to the teacher's analysis of the daily 'do nows' which need to be addressed in the next lesson ● May involve an additional lesson to revisit a concept in a different way where the whole class has struggled 	<ul style="list-style-type: none"> ● Lesson observations / learning walks ● Whole class feedback sheets ● Pre or post teaching in books or on timetables ● Planning and annotations on plans, including on group reading and intervention plans ● Evidence in books of children editing and redrafting their work ● Evidence of children correcting mistakes ● Evidence when children have responded to any written feedback, next steps, marking codes either as a redraft or correction or in their yellow box. ● EYFS teacher-pupil talk and questioning

Summative Feedback	
What this looks like for children and teachers	Evidence
<ul style="list-style-type: none"> ● Check it or FlashBack activities ● Weekly spelling or times table tests ● End of unit / term tests or quizzes ● Provides teachers with opportunities for assessment of understanding ● Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> ● Books ● Records of quiz and test scores ● Assessment tracking ● planning

Our Feedback and Marking Codes

Blue highlighter - WALT/WALA, dot, dash, line or section	<p>“This is cool!”</p> <p>This will be specific to a set criteria and appropriate for that child</p>
Green highlighter - WALT/WALS, dot, dash, line or section	<p>“You have got this!”</p> <p>This will be specific to a set criteria and appropriate for that child</p>
Pink highlighter - WALT/WALA, dot, dash, line or section	<p>“You need to think about this - nearly there!”</p> <p>This will be specific to a set criteria and appropriate for that child</p>
Pink box	Indicates a space for corrections, practice, edits or redrafts. This includes when children are asked to practise identified spelling mistakes at the end of a piece of work.
	<p>Next steps</p> <p>This will be specific to a set criteria for that year group or child</p>
	Star Challenge
S written by the WALT/WALA	This learning was supported by an adult- Adult to initial the top of the page
I written by the WALT/WALA	This learning was independent (This may be used in some year groups to indicate the work was done independently).
VF	Verbal feedback given ‘in the moment’ - Primarily in KS1to explain marking codes/next steps
 written in the margin	<p>“Check your non-negotiables.”</p> <p>Depending on the age and ability of the child the teacher may provide further guidance on what non-negotiable needs to be corrected / improved. This could be with a code, some modelling, some corrected spellings to practise and learn, an yellow dot or indicator to show where the child needs to check and/or verbal feedback.</p>

	For KS1 children this guidance may be in the form of the 'symbol' from our non-negotiables pyramid.
Further codes for the margin sp P CL //	spelling error (we expect children to practise words that are frequently misspelt or have been a focus for learning in an orange box at the end of the page) punctuation error capital letter error or omission new paragraph needed

Codes for Marking



'Cool Blue' - exceeded the objective



'Green is good' - met the objective



'Pink to Think' - areas to improve or incorrect work



Purple Pen - pupil response to improvements required by teacher feedback



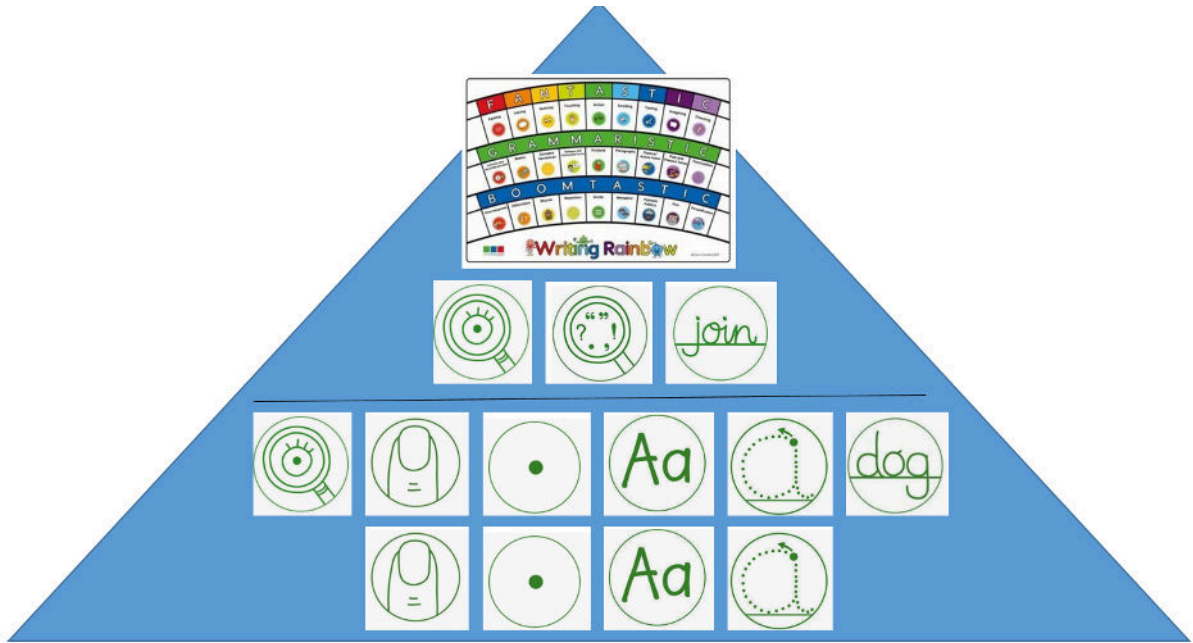
Wise Time is when you get time to reflect and improve on your learning.

Our Non-Negotiables in written work

Non Negotiables will be based on the ARE from the previous year for spelling, punctuation and handwriting and will be used alongside focused success criteria.

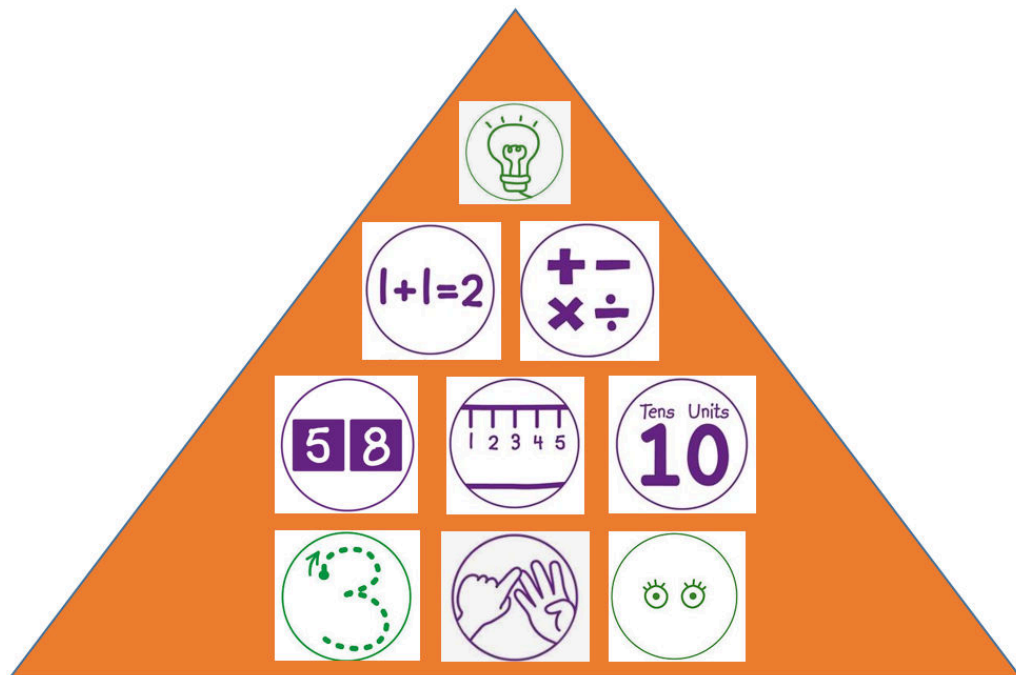
"Studies suggest that providing clear success criteria for a piece of work is associated with higher performance." (A Marked Improvement, EEF 2016)

The non-negotiable pyramid or symbols must be displayed in the classroom as an aide memoire. English books will also contain common exception/spelling words from current year and previous year (NB for some children this list may be bespoke according to their needs)



Our Non-Negotiables in mathematics

The non-negotiable pyramid or symbols will be displayed in the front of the child's maths book. Where appropriate a multiplication grid may also be stuck inside the child's book.



- Teachers could have a GREEN and YELLOW box for books to be placed at the end of a lesson. Children can self-select according to self-assessment at the end of a lesson. This can lead to immediate post or pre teaching time.
- Teachers must ensure that all adults who support learning have a set of highlighters and a pen with which to provide immediate feedback
- All children must have access to a purple polishing pen

- Teachers may also use stamps or stickers with which to praise effort, progress and attainment. Celebratory feedback can also be given in our weekly celebration assembly
- Teachers will maintain weekly, unit and termly records of summative assessments, tests and quizzes
- Teachers will maintain short, medium and long term planning that is informed by the information their feedback and marking has given them as well as the end of year milestones and age-related expectations of the National Curriculum

Whole Class feedback

When looking at a whole set of books and to feedforward, first read the set of books and make notes about how you can re-plan the lesson based on what you have seen in the writing. Plan activities with an action step with something that children can do to address issues you have identified; this is so much more powerful than a written comment.

Whole Class Feedback Sheet

<u>Work to praise and share</u>	<u>Need further support</u>
<u>Presentation</u>	<u>Basic Skills errors / non-negotiables</u>
<u>Misconceptions and next step lesson notes</u>	