Mottram C.E. Primary School

FEEDBACK AND MARKING POLICY

At Mottram Church of England 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 practise. 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 practise from the Education Endowment Foundation. The research shows that effective feedback should:

- redirect or focus 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

Notably, the Department for Education research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, the teaching staff at Mottram Church of England Primary School have 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**. We have also taken advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers 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 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;
- 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 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 practise 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 enables them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in practise

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 common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of the lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in the order of priority, noting that feedback closest to the point of teaching and learning is most likely to be the 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 the review of work completed, the focus will be often on providing feedback for the teacher to further adapt teaching.

This is what feedback may look like at Mottram Church of England primary School:

Type	What it looks like	Evidence (for observers)
Immediate	•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 the 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	• Lesson observations/ learning walks •Some evidence of annotations or use of marking code/highlighting
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-assessment or peer-assessment against an agreed set of criteria •In some cases, may guide a teacher's further use of review feedback, focusing on the area of need	•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	•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 next steps being set for pupils' future attention, or immediate action	•Acknowledgement of work completed •Written comments and appropriate responses/action •Adaptations to teaching sequences tasks when compared to planning

Marking Approaches

All work will be acknowledged in some form by the class teachers. This may be through simple symbols such as ticks or highlighting learning objectives. In the Early Years Foundation Stage and Key Stage 1, review marking will only be used for pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see the end of the policy for marking code). 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, where 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 their 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, this need not be annotated.

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

Marking Code

Annotation	Meaning
██████████	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved an intended outcome
██████████	Work which needs further attention or displays an error or misconception (e.g. letter needing a capitalisation; poor word choice; specific error in calculation, etc.)
██████████	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1, this will be accompanied by the correct spelling In KS2, pupils will be expected to correct their spelling following guidance from their teacher.
//	New paragraph needed here
^	Missing word
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work e.g. TV to indicate technical vocabulary.	

Marking will be in blue pen. Children will make corrections in green.