



Embleton Vincent Edwards C of E Primary School

Policy	Feedback and Marking	
Policy Number	P024	
Ratification Date	Autumn 2023	
Review Date	Autumn 2025	
Signed	<i>Alan Craft</i>	Chair of Governors

At Embleton Primary, we recognise the importance of feedback as part of the teaching & 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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. This policy supports 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 note of the 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 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.
- All pupils' work should be reviewed 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 information obtained from this 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 younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Embleton Primary, these practices can be seen in the following practices:

Type	What it Looks Like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of annotations or use of marking code Change in quality of work presented
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 of learning in the lesson May take 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 	<ul style="list-style-type: none"> 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	<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 adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<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 • Changes in groupings of children
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Marking Approaches

Written work may not appear to have been acknowledged by teachers, in that there may be no ticks, comments or other marks evident. This does not mean that it hasn't been looked at, or reviewed. It is highly likely that immediate feedback has been given which negates the need for any further comment in books.

In the Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, a marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Wherever possible immediate feedback will be used, including the verbal discussions about the marking symbols used.

In Key Stage 2, written marking and comments should only 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 in learning, this need not be annotated.

Feedback (either verbal or written) need not be limited to the learning objectives of the lesson, but may also reflect the 'Embleton Expects' non-negotiables.

There is no requirement for the learning objective to be recorded in books, although individual teachers may choose to do so. If a teacher chooses to do so, the recording of the learning objective in books must not use significant teaching time. Learning objectives, and why specific teaching is occurring, must, however, be shared with the children during the lesson.

Where there is a question, or a further piece of work is requested as part of the marking, it is expected that the child will follow up on that feedback. Appropriate time must be planned into the lesson to allow for children to do so.

Target-setting

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. The overall target within a lesson must be directly associated with the learning objective of that lesson. Additional, individual targets associated with the 'Embleton Expects' non-negotiables will also form part of all lesson expectations.

All children should be aware of their individual targets. At all levels, children will be partners in deciding which area of 'Embleton Expects' they are going to target.

There are no expectations that targets are updated on a fixed term, but they should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress, including breaking the target into smaller chunks.

Marking Code

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, which combines use of pen colour and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
Green Pen	'Green for Go'. Work which demonstrates that a child has met an element of success criteria, demonstrated a particular skill, achieved the intended outcome or met a target.
Pink Pen	'Think Pink'. Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.) Comments are to relate directly to how the piece of work can be improved. Incorrect spellings will be underlined. Spelling corrections will focus on those spelling patterns which should have been secured by a pupil, or words from the appropriate year group (or earlier) spelling list. Children will be expected to find the correct spelling in their spelling list, or dictionary as appropriate.
//	New paragraph needed
^	Missing word
.	Recheck

Further symbols/codes may be used in a manner which relates directly to learning objective, and will be explained to the children at the time.

Additional Foundation Stage/KS1 English marking symbols

When providing immediate feedback to younger children it should be accompanied by pictorial representations of a green heart, "I love the way you..." accompanied by where progress towards a target has been made, and a red thought bubble, "Next time I wonder if you can..." accompanied by 1 or 2 things to focus on. Symbols to be used are:



Finger spaces



Capital Letter



ascenders/descenders



Sound out



Punctuation



RWI red word



Conjunctions



Handwriting



Wow word

Additional symbols or comments may be appropriate and are only to be used if they are

discussed with the child at the time.

Response to Feedback

Children are to respond to feedback using a 'Purple Polishing Pen'. Where feedback responses are given verbally, the adult may then acknowledge the response by a purple tick in the appropriate place.

Self- and Peer-Assessment

Children will regularly be asked to self-assess their confidence in a lesson or portion of lesson. This may be through the use of stamps, coloured pens/pencils, or a thumbs up/down.

Children in Key Stage 2 will regularly be asked to peer assess work against pre-determined success criteria. When doing so, they will mark using a different colour, and initial their assessment.

Key Stage 1 children may use peer-assessment when the teaching staff deem it appropriate.