

Christ Church CE Primary School



“Let your light shine”

Feedback and Marking Policy

February 2023

Feedback and Marking

At Christ Church, we recognise the importance of feedback as part of high quality teaching and learning, 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 to workload. Christ Church 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 a 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 pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

All work in books should be acknowledged in some form (see codes).

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning:

How this is achieved:

- The learning objective or 'we are learning to...' (WALT) is shared at the point where is best for the children.
- Success criteria will be developed with the children. This can be done in a number of ways such as:
 - ✓ **Creating success criteria after appropriate modelling from the teacher (for a new topic)**
 - ✓ **Children correcting or reordering a success criteria**
 - ✓ **Through seeing an end product or, 'what a good one looks like' (WAGOLL) and identifying success.**
- Mini plenaries and use of a visualiser/iPad enables children to analyse examples for success, to celebrate achievement and to learn from 'marvellous mistakes.'

Children are given opportunities to improve

How this is achieved:

- A range of feedback (see below) prompts children to edit and improve in **purple pen** in KS2 or **purple pencil** in KS1, from Y1 **term 5**.
- Reviewing and improvement is ongoing through self and peer assessment in **purple pen**.

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 e.g. verbally one to one, use of visualiser, mini plenaries, or group work.

2. Summary feedback – at the end of a lesson or task, beginning of the next lesson

(This can include child-led feedback, peer and self)

3. Review feedback – away from the point of teaching including written comments and use of marking codes

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.

At Christ Church, these stages can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • May re-direct the focus of teaching or the task. • Often given verbally to pupils for immediate action. <p>Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc.</p> <ul style="list-style-type: none"> • 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 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 • Teacher acknowledgement code used with black pen corrections • Improvements made by pupils, used with purple pen of progress.
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 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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.

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 recognised and provide further guidance for future learning.

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, which uses symbol 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.

Feedback and Marking Codes

Foundation Stage

All teachers to use black pen

The majority of feedback will be given verbally by the teacher or another adult. In order for children to know if they have been successful or may require further support the following codes may be used:

Work highlighted in pink indicates the child has achieved the learning objective.

Work highlighted in green indicates the child needs to speak with an adult for verbal feedback.

I Indicates the child worked independently.

S Indicates the child had adult support.

The above codes may also be used for children with SEND and EAL (new to country).

Key Stage 1

All teachers to use black pen

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 may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In order for children to know if they have been successful or may require further support the following codes will be used:

Work highlighted in pink indicates the child has achieved the learning objective.

Work highlighted in green indicates the child needs to find an adult for verbal feedback and to redraft in **purple pencil** (from Y1 **term 5**).

✓ Indicates the child is correct.

• Indicates the child is incorrect.

I Indicates the child worked independently.

S Indicates the child had adult support.

— Indicates a mistake in spelling, punctuation.

~ Indicates a mistake in grammar or where stronger vocabulary could be used.

Not **all** spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.

English only


Peer and Self-Assessment: Children will have opportunities to self and peer assess against the success criteria (see example below)

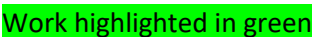
Key Stage 2

All teachers to use black pen

Written marking and comments should be used where **meaningful guidance** can be offered when 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. (Feed back to the children at the beginning of the next lesson e.g. crib sheet).

In order for children to know if they have been successful or may require further support, the following codes may be used:

 Work highlighted in pink indicates the child has achieved the learning objective.


 Work highlighted in green indicates the child needs to speak with an adult for verbal feedback and to redraft in **purple pen**.

✓ Indicates the child is correct.

• Indicates the child is incorrect.

? Indicates the work is unclear and must be addressed.

 Indicates a mistake in spelling, punctuation.

 Indicates a mistake in grammar or where stronger vocabulary could be used.

Literacy only-For extended writing pieces:

Not **all** spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or ability of the individual child.

PA - Peer Assessment (**purple pen**) against the SC using the next steps approach.

SA - Self assessment (**purple pen**) against the SC using the next steps approach.