



WESTFIELD PRIMARY SCHOOL AND NURSERY
FEEDBACK AND MARKING POLICY

Date ratified: 25 September 2017

Ratified by: Full Governing Board

Date to be reviewed: September 2019 by the Curriculum, Staff and Pupils Committee



WESTFIELD PRIMARY SCHOOL AND NURSERY

Feedback and Marking Policy

September 2017

At Westfield Primary School and Nursery we recognise the importance of feedback as part of the teaching and 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 the outcomes from the research carried out by the Marking Policy Review group (March 2016) .

The Education Endowment Foundation (EEF) research shows that effective feedback should:

- reflect 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
- provide specific guidance on how to improve and not just tell children when they are wrong

Notably, the Department for Education's (DfE) research into teacher workload as highlighted written marking as a key contributing factor to workload. The Senior Leadership Team (SLT) has 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 National Centre for Excellence in Teaching Mathematics (NCETM) that the most important activity for teachers is the teaching itself, supported by the planning 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
- feedback should ensure that children are clear of what they have done well and what they need to do next to improve
- 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 children according to age and ability
- feedback delivered closest to the point of action is most effective and as such specific feedback delivered in lessons is more effective than comments provided at a later date
- feedback is provided both to the teachers and children as part of the assessment process 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 children in lessons ,allowing them to make good progress
- All children's work should be reviewed by the teachers at the earliest appropriate opportunity so that it will impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is 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 the information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in this 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 feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. 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 plan and adapt next step teaching.

At Westfield Primary School and Nursery, this 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 the Teacher and /or a Teaching assistant to provide support or further challenge • May re-direct the focus of the teaching or 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/highlighting
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 'Top tip' success 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 children 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 given to children for future attention , or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses /action • Adaptations to teaching sequence tasks when compared to planning • Use of annotations to indicate targeted groups

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 of learning objectives / 'top tip' success criteria.

In 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. In some cases, the marking code may be used where this is understood by children (see end of policy for marking code and symbols). Where children are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity and indicated with the symbol VF and the key focus.

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 children having a common need, it may be appropriate for teachers to address this through adjusting their planning or grouping to target this through a targeted guided teaching group 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. Children's achievements will be recognised and feedback will provide further guidance for future learning.

Purple Polishing-

When a child responds to their next step marking by answering a question, practising a spelling or editing or improving their work in response to the marking they will write in either 'purple pencil' or 'purple pen' clearly indicating how they have improved their work.

Teachers will refer back to the children's marking response and acknowledge it when they next mark their work.

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 aim to achieve this is through the use of our marking code, which combines use of highlighters and symbol codes. The core of this code is outlined below, although some additional age- appropriate elements may be included in year groups.

Annotation	Meaning
	Work which demonstrates that a child has met an element of 'top tip' success criteria, demonstrated a particular skill or achieved the intended outcome. Up to three things will be identified as pink in any piece of work.
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation, poor word choice, specific error in a calculation). Just one thing will be identified in green for the children to correct in any piece of work.
	Incorrect spelling mistake of non-negotiable spelling. This will be used selectively with a maximum of 3 spellings highlighted in a piece of work, focused on high frequency words, spelling patterns or subject specific related words which should have been secured by a child. Yellow highlighter will be introduced in Year 3 and continue to be used through KS2. Children will ordinarily be expected to find the correct spelling using a dictionary (with support if needed) and practice writing along the line
//	New paragraph needed
^	Missing word
HP	House point to reward for recognition of effort and achievement
M	Merit to reward for recognition of effort and achievement greater than that of HP
Further symbols / codes may be used in a manner which relates directly to 'top tip' success criteria used in the planning of written work e.g. TV to indicate technical vocabulary	

Symbols for Key Stage 1

Year 1	
	Capital Letter
	Full Stop
	Finger space
	Conjunction
	WOW word (adjective)
	Openers
	Time Connective
“ “	Speech Marks
	Punctuation