



## Pencoys Primary School

### Feedback and Marking Policy

Date Agreed: March 2023	Chair of Governors: Caroline Somerville	Headteacher: Mrs Cathy Bonds
Date for Next Review:	Review by: Russell Kendall	

### Introduction

At Pencoys school, we recognise the importance of marking and feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The sole focus of feedback and marking should be to further children's learning; feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments; Our feedback and marking policy is based on the principles that:

- Pupils have the right to feedback which will recognise their achievements and in turn take learning forward
- Feedback provides dialogue between child and marker, assessing progress and informing future planning
- Children will be encouraged to take responsibility for their own improvements, evaluating their own learning
- To be meaningful, feedback must be linked to the learning intention and children must have an opportunity to reflect on its meaning and make the necessary changes.

## Key Principles

Our policy on feedback and marking has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit ( see Appendix 1) 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.

The Education Endowment Foundation research shows:

Effective feedback will :	Teachers should:
1. Redirect or refocus either the teacher's or the learner's actions to achieve a goal	set learning intentions/WALTs and success criteria (which feedback will aim towards);  assess learning gaps (which feedback will aim to fill)
2. Be specific, accurate and clear	Teachers focus on <b>moving learning forward</b> , and focus on three specific areas: the <b>task, subject, and self-regulation</b> . Feedback focused on a pupil's personal characteristics, or which provides vague and general comments, is unlikely to be as effective
3. Time efficient	coded marking (see marking codes); live marking; 'thinking like the teacher' (where pupils correct mistakes before handing work in – using the success criteria); and verbal feedback delivered during the lesson.
4. Encourage and support further effort	Teachers <b>consider how feedback will be received</b> and subsequently <b>used by their pupils</b> . Teachers and pupils understand that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical;
5. Be given sparingly so that it is meaningful	provide clear, concise, and focused feedback (sometimes less is more!); and  ensure pupils understand the feedback given.
6. Provide specific guidance on how to improve and not just tell students when they are wrong	model the use of feedback;

## Types of Feedback and Marking:

### **In Lesson Feedback and Marking**

Immediate feedback takes place during lessons and allows teachers to adapt their teaching and give feedback at the point of teaching. This may involve live marking feedback which is the most effective and reflects the very best of practice. Pupils need to have opportunities to receive feedback as they learn; this may take the form of verbal feedback, supported editing, peer review or self-review against success criteria.

Throughout all lessons, the teacher and teaching assistants will monitor pupil progress and learning by identifying: use of core knowledge, concepts and skills; misconceptions; and the progress towards the success criteria. Feedback is then provided and pupils given support through modelling and scaffolding to secure in-lesson progress.

**Summary feedback** takes place when a common misconception or mistake has been identified and the teacher feeds back to the whole class. This could be during a lesson, at the end or the following day if the misconception has been identified later when looking in books. This is used to acknowledge learning and quickly gauge understanding. This feedback will inform planning and may involve a 'note to self' that may be shared with support staff.

**Individual feedback** is given verbally or through codes ( see codes below) throughout the lesson (VF written in the margin for in depth verbal feedback to allow the teacher to keep track) .

Peer-assessment, self-assessment, editing and responding to teachers' feedback takes place and is evidenced by pupils using purple pens.

### **Peer /Self-Improvement**

During lessons, pupils will be given the opportunity to reflect on their learning and progress towards the defined success criteria. This may take the format of discussion of their learning with a peer.

Years 3, 4, 5 and 6 will carry out this largely independently. Pupils will use a purple pen and refer back to the success criteria provided.

In year 1 and year 2 pupils are trained in peer marking and are guided by the teacher. In year 1, the expectation is that pupils, with the teacher, will perform whole class improvements.

The key feature to any feedback is that pupils will be given time to respond to the identified area for improvement editing and improving their work during the same lesson, using purple pen.

### **Distance Marking**

For maximum impact on learning, best practice is for pupils to receive feedback within the lesson. However, we recognise that this is not always possible. Where work is marked away from the child, this should be carried out as soon as possible (usually within 2 school days). The principle that children have the opportunity to read, understand and respond to written marking remains.

## Minimum Expectations:

- Children should receive daily feedback on their learning in all subjects. This may take the form of verbal or written feedback during the lesson or through marking that is carried out later that day.
- Feedback provided will be both positive, identifying strengths within the learning or constructive giving guidance for improvement/deeper thinking.
- When identifying an area for improvement in written work, these comments will be written in pink pen. Children are required to respond accordingly using their purple pen.
- All work will be reviewed by a member of staff and acknowledged using the agreed marking codes.
- Marking should be used to encourage, praise and motivate. It should not be restricted to the correction of mistakes.
- Corrections such as secretarial skills/\* 'non-negotiables' will be identified using the agreed codes (see appendix 1) and corrected by the child
- The choice of spellings will be at the professional judgement of the teacher, who will be mindful of the pupils' age and ability along with the expectation for the year group.
- Teachers and TAs should be mindful of embedding misconceptions and address encoding

\*'non-negotiables' are: spelling, punctuation, grammar and handwriting

## Who Marks?

Teachers predominantly mark the learning of the pupils and are responsible for ensuring that all pupils receive regular and constructive feedback across the curriculum. TAs support the teacher in providing feedback to pupils (written or verbal) during the lesson.

Learning set by the teacher but delivered by a supply teacher should indicate: (S).

Teaching assistants working with a group will be expected to mark the learning of that group or annotate the book to indicate the progress of the child – this needs to be reviewed by the teacher and must follow the principles of this policy.

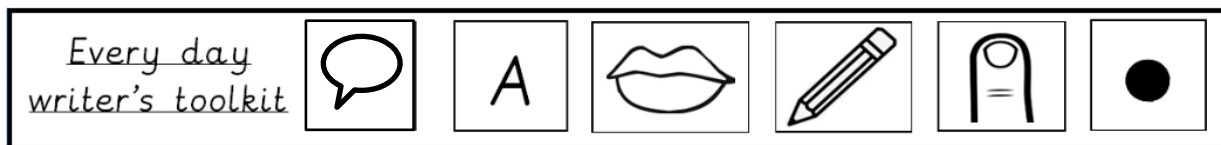
## What should be marked?

All recorded learning must be 'marked' in some form such as ticks or codes. See marking codes below. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above. Staff will also be mindful of presentation and handwriting. The use of written comments will be kept to a minimum – time is better spent using feedback to inform future planning. 'VF' will evidence where verbal feedback has been given during 'live marking.' Evidence of editing and re-drafting will be expected.



# Early Years and Year 1 - Everyday Toolkit

An everyday toolkit is used for written tasks in Early Years, Year 1 and for some children in Year 2. Children use this as part of an ongoing success criteria which will be used to self assess.



## Marking Codes: Early Years and Year 1

Symbol	What it means
	I achieved my objective. I did what I was asked to do.
	I could <u>say</u> what I wanted to write in my sentence.
	I used a capital letter at the start of my sentence.
	I used fingers spaces between my words.
	I used a full stop at the end of my sentence.
	I use phonics to sound out my words



# Marking Codes Year 2-Year 6



At Pencoys, we adhere to the following codes when marking learning. All staff will mark in pink pen and children self-mark, correct, edit and improve their work with purple pens where appropriate. The levelled approach to marking means that teachers will use their professional judgement on how much scaffold is needed in the feedback.

**Guidance for using codes: All codes in the margin, capital symbols and circled**





<h2>Tick = Success</h2>	
	Ticks used on either the word, line or paragraph to celebrate successes e.g. word choice; sentence structure; cohesive paragraph; factual recall or any element of a success criteria
<h2><u>Underline</u> = Mistake e.g. spelling (SP), punctuation (P), grammar (G), incorrect fact</h2>	
	<p><b>Level 1:</b> State mistake in the margin using SP/P/G and underline error e.g. tenses, commas (,) etc</p> <p><b>Level 2:</b> Underline mistake OR state mistake in margin e.g. tenses, sp, commas...</p> <p><b>Level 3:</b> Dot in the margin</p> <p><i>* Pupils working At or Above Age Related Expectation will be expected to find the correct spelling independently. However, teachers will use their judgement on when to provide the correct spelling, if seen to be beneficial. Pupils are required to write the correct spelling in purple and record it in their Spelling Log and Learn books.</i></p>
<h2>^ up arrow = Missing words or letters</h2>	
	<p><b>Level 1:</b> Draw arrow for missing word or letter</p> <p><b>Level 2:</b> Arrow in the margin</p> <p><b>Level 3:</b> Dot in the margin</p>
<h2>Wavy line = edit/improve</h2>	
	<p><b>Level 1:</b> Draw wavy line under word or phrase or vertically in the margin if for a few lines.</p> <p><b>Level 2:</b> Wavy line in the margin for child to find section to improve.</p>
<h2><u>Codes</u></h2>	
VF = Verbal Feedback	S = supply
ws = with support	

Maths : Marking in maths will use a tick for successes and a dot for corrections and the codes above.

Wider curriculum: Basic English skills will be addressed in all subject areas but the main marking should be linked to the skill that is being taught or applied.

# Appendix 1 : Key Principles from the EEF

1. Teachers consider **the foundations for the feedback** they provide, understanding the importance of delivering high-quality instruction, which includes making purposeful use of formative assessment strategies, beforehand.
2. Teachers focus on **moving learning forward**, and focus on three specific areas: the **task, subject, and self-regulation**. Feedback focused on a pupil’s personal characteristics, or which provides vague and general comments, is unlikely to be as effective.

	Feedback more likely to move learning forward			Less likely
	Task	Subject	Self-regulation strategies	Personal
	 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner’s own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: ‘You’re nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?’	In English, a pupil is struggling with letter formation. The teacher discusses this with them: ‘Let’s just look at how you are writing your ‘d’s. Can you see you have started at the top and gone down and done a loop? Remember we start writing a ‘d’ by doing a letter ‘c’ shape. Let’s try that again.’	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: ‘At the end of today I’m going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you’ll be able to finish? If you haven’t started on your eyes, make a start now.’	‘Great work—you’re brilliant at maths!’
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  ‘Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?’	In history, pupils are having a class debate on whether Boudicca was a hero. The teacher notes that not enough historical terminology is being used and explains: ‘Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we’ve learned, such as ‘rebellion’ or ‘Iceni tribe.’	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: ‘Look at our display of strategies that we’ve use to solve problems we’ve tackled in the past. I think one of those could help you to solve this problem.’	‘This is ok, but you are better than this!’

This table is reproduced from Recommendation 2 in the guidance report: *Teacher Feedback To Improve Pupil Learning*

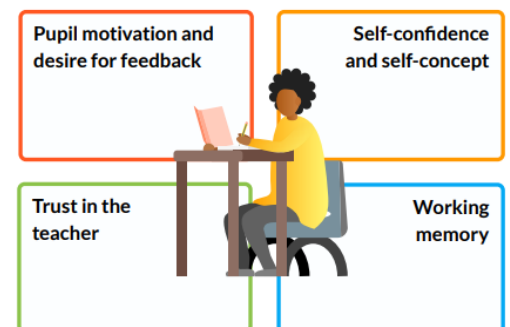
3. **Time-efficient approaches** to feedback which manage teacher workload and fulfil the principles of effective feedback are helpful in minimising the opportunity cost of feedback. Such as:
  - coded marking (see marking codes);
  - live marking;
  - ‘thinking like the teacher’ (where pupils correct mistakes before handing work in – using the success criteria); and
  - verbal feedback delivered during the lesson.
4. Teachers **consider how feedback will be received** and subsequently **used by their pupils**. Teachers and pupils understand that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical;

To improve the benefits of feedback, teachers:

- model the use of feedback;
- provide clear, concise, and focused feedback (sometimes less is more!); and
- ensure pupils understand the feedback given.

Pupils are provided with opportunities to use feedback. Ensuring pupils do something with the feedback, whether through editing or redrafting work, finding and correcting errors, discussing the feedback as a class, or other activities, will help to close the ‘feedback loop’.

Figure 3: Factors that may influence a pupil's use of feedback



More ideas for activities to facilitate this found in section 3 of the [EEF guidance](#).