



THORNGUMBALD

PRIMARY

Feedback and Marking Policy

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Feedback Policy

Our policy is underpinned by the evidence of best practice from the Education Endowment Fund, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group and Ofsted.

At our school, we recognise that effective marking and feedback to pupils is an essential aspect of assessment. At its heart, it is an interaction between teacher and pupil. The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Purpose

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.

We give feedback to children for two main reasons:

- To advance pupil progress and outcomes by:
 - Addressing a misunderstanding,
 - Reinforcing a skill or key piece of information,
 - Extending a child's understanding or ability to do something.
- To motivate pupils.

Principles

Our feedback policy is underpinned by three key principles: 'it should be meaningful, manageable and motivating.'

Meaningful

Feedback should be specific, accurate and clear. The type of feedback will vary by age group, subject, and what works best for the pupil in relation to any particular piece of work. Our teachers are encouraged to use their professional judgement to decide what type of feedback is appropriate and will most positively impact on that child's progress. Teachers are expected to

adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

We do not expect to see any specific frequency, type or volume of marking and feedback. Not all pieces of work will be formally marked. We also do not expect to see any written record of oral feedback provided to pupils, unless it is useful for the teacher, teaching assistant or child to do so.

Motivating

Feedback should help to motivate pupils to progress, encourage and support further effort. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Types of Marking and Feedback

- Teacher written comment including highlighting achievements, next steps, corrections, rewards;
- Pupil self-assessment including responding to teacher comments;
- Peer feedback;
- Live feedback from teacher during lessons (It is the feedback a teacher gathers as a lesson progresses that is most important; this can have a real and immediate impact on learning.);
- Whole class feedback.

When providing written marking, teachers have an agreed system they have developed with the children to support their learning, for example using different coloured pens or symbols (see below).

What feedback looks like in each phase

EYFS

In Early Years immediate verbal feedback is used. This is given using language appropriate to the age and stage of the child. We teach children that it is by making mistakes and taking on challenging tasks that they will learn and progress, resilience is something that we aim to equip children with from a young age to make them successful learners in future years.

The verbal feedback we give is positive and specific, for example, *'I liked the way you remembered to go round the astronaut's helmet and down into space when writing forming the letter a.'* It is sometimes followed by a target. For example, *'Next time you could try/have a go at...I will help you to...'*

Key Stage 1

In all subjects, feedback is given verbally as part of in the moment marking. In Year 2, there is a balance of teacher marking, and as children progress through the year, self-marking with teacher led discussion to address any common misconceptions. If verbal feedback is given this may be briefly recorded in the children's English books so that the teacher can remind individuals of what they need to focus on in their writing.

Whole class marking is often a plenary where we share *"what a good one looks like."* This might also be something shared at the beginning of the lesson so children can check their own work to see if it meets objectives throughout the lesson.

Key Stage 2

In Key Stage 2, a variety of feedback and marking strategies are used. In all subjects these include a combination of verbal feedback, live marking, whole class feedback, self and peer marking and written comments in books. Where possible children assess their own work. In Maths, children are given the correct answers and time to work through any mistakes (often teacher led) to ensure they understand and learn from them. This marking is checked by the class teacher daily and used to adapt future planning to address misconceptions.

In English, at least once a term a piece of independent writing is assessed using National Curriculum objectives. Children will have strengths highlighted in green pen and areas to develop in future written in yellow.

At the end of all lessons in core subjects and, where appropriate, in foundation subjects, children will write a reflection sentence that links to the learning objective. Children will be given time to respond to feedback given, if this requires a written response it will be in purple pen as will all self and peer assessment.

You may see the following symbols used in our marking and feedback

✓	Work is finished and completed.
✓✓	Excellent work
✓	Peer/Self marking in purple pens
 	Maths marking. Green square = correct answer. Yellow square = incorrect answer.
Ⓢ	Supported work
○	Missing punctuation
Ⓢp	Spelling correction
Ⓥf	Verbal feedback
^	Missing punctuation
Ⓢw	Handwriting
Ⓡ	Redo/ rewrite/ reflect

Monitoring the impact of feedback

Evidence of feedback can be found by talking to the teacher and pupils and by looking at their work. This will be done during lesson observations, learning walks, informal/formal meetings with teachers, pupil interviews, pupil progress meetings and book looks.

Appendix 1

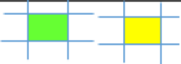


Thorngumbald Primary School Marking Key



Expectations:

- Every piece of work to start with the long date (short date in Maths) and for this to be underlined.
- Each piece of work to be given a 'title.'
- Teacher comments written in green.
- Children to write comments in purple.
- Any Challenge tasks to be indicated/written on the task.

Symbol	What does it mean?
✓	To show work is finished and completed correctly.
✓ ✓	Excellent work.
✓	To show work has been self/peer marked. Children to also use PPP to respond to feedback or make any corrections.
	Green square – Correct answer in maths Yellow square – Incorrect answer in maths
Ⓢ	Worked with support from an adult (plus adults initials.)
○	Missing punctuation (<i>including Capital letters</i>) (.,! ? ; :)
Ⓢp	Spelling mistake.
Ⓥf	Received verbal feedback
^	Word or phrase missing
ⓗw	Handwriting
Ⓡ	Redo, Rewrite or Reflect