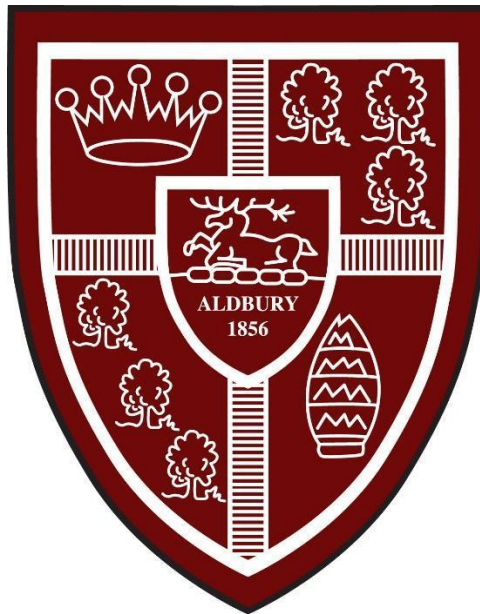# Aldbury C of E Primary and Nursery School

'To live life in all its fullness'   (John 10:10)

Feedback and Marking Policy

Approved by: FGB	Date: December 2024
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Next review due: December 2025	

Introduction

At Aldbury, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

We are committed to providing relevant and timely high quality and constructive feedback to pupils to ensure that learners make rapid gains.

Timely feedback values pupils' learning achievements, helps to diagnose areas for development or next steps, and evaluates how well the learning task has been understood. Learners demonstrate an understanding of their targets and are able to self-assess their own progress. We create a dialogue with the learner, to which feedback is exchanged and responded. Both teacher and learner are actively involved in this process.

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such we have investigated alternatives to 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 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 should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should empower children 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.

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- Written comments (in books) should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning.

Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

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 to adjust their teaching both within and across a sequence of lessons.
As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

Why do we give good feedback during the lesson?
• To assess and discuss with children what they are learning
• To intervene in a timely way if children have not understood work and to further challenge them if they have
• To motivate further by praising current achievements
• To inform the next step in learning so that children know what they need to do in order to improve.
• To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
• To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

Feedback and Marking in practice
At Aldbury, **EVERY** piece of work will be read and acknowledged, however, due to 'in the moment feedback' that has been given, there is no expectation for lengthy written feedback in books.
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 four 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. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

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4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, 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 of further challenge - May re-direct the focus of teaching or the task	Lesson observations/learning walks
Summary	- Takes place at the end of a lesson of 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 - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Some evidence of self – and peer-assessment - Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson'	- For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. - Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings.	- Lesson observations/learning walks - Evidence in books of pupils editing and redrafting their work in green pen
Summative	'Check it' activities - End of unit or term tests or quizzes	- Check it activities in books - Quiz and test results

Effective feedback makes pupils think about their learning. It also helps them to see that learning is incremental rather than fixed.

To support learning, areas for improvement are often more effective if they are expressed as questions:

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1. How could you use verbs to change the effect of this sentence?
2. How might you avoid starting each sentence with 'I' or 'The'?
3. Can you find a way of rewriting these sentences without 'and' or 'but'?
4. How could you vary your sentence structure here?
5. How else could you connect this paragraph?
6. What vocabulary could you use here instead? Suggest three other examples..

Teachers should not be providing pupils with the answer, but expect them to think and refine their work as a result.

When do we feedback or mark?
- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve a "write, reflect, mark" sequence during lessons where the emphasis is on 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

There is an expectation that the pupil will respond to the feedback immediately. Written feedback will only be given by teachers if they have worked with that child in the lesson and they do so there and then to evaluate the impact of feedback.

Teachers 'mark' in two different coloured pens.
- **Pink** (tickled pink) is used to indicate where work helps pupils demonstrate that they have achieved the learning intention (LI).
- **Green** (green for growth) is used to indicate misconceptions, errors or sections of work that need looking at again.

Teachers will always indicate whether the learner has answered the learning question with either a pink tick next to the LI or a green mark, word or phrase. Where a green mark is place follow up will be required ether verbally or through a next step action in the book.

Self-Assessment

Purple Polishing pens are used to show where the children have edited/improved their work.

The use of success criteria in books is used in KS2 and verbally in KS1. Children are encouraged to self assess against these throughout the lesson, not just at the end. Teachers are also expected to review Success Criteria.

Feedback Sheet
Teachers are encouraged to complete an A4 'Book Look Feedback Sheet' which acts as an aide memoire to ensure teachers give purposeful feedback and plans challenge or support on an individual basis.
Assessment notes are written about what went well in a lesson and what areas need further development.
Where individual children have done particularly well or poorly, the teacher will make a note and use it as a teaching point.
They look for both common and individual misconceptions and errors in basic skills to inform teaching and learning. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements. Presentation is also evaluated.

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Effective marking in EYFS and Key Stage One

Early Years and Key Stage One practitioners are focused on encouraging independence, and should mark with an awareness of learners' ability to understand marking. Marking and feedback will be in the moment and next steps in learning or challenges are shared orally with a child. Feedback marking techniques throughout KS1 should be progressive. Symbols may be used to support children who are not yet reading fluently e.g. ticks, arrows or underlining.

Regularly Used symbols

The following symbols are often used by teachers in books. These are used to ensure that teachers can check the level of support given to pupils after the lesson. These symbols do not have to be used on every piece of work.

VF	Verbal feedback – an adult has given support to a piece of work. This may also be accompanied by live/in the moment marking in the book.
I	Independent – commonly used to indicate when the verbal support has ended and the pupil is back to working independently.
S	Support – commonly used to indicate that the pupil has worked as part of a guided group or the work has been supported throughout the piece.
JM	Staff may indicate which adult has supported the pupil using their initials.

The marking of spelling

The class teacher identifies 3-4 targeted words that are spelt incorrectly in a piece of writing. The words selected depend on the age of the child, high frequency words and knowledge of phonics/spelling patterns.

Spellings are identified in three different ways - these are used in relation to the age and understanding of the pupil and are not specific to a year group or Key Stage. You may see all three methods used in the same class.

Method 1

The teacher will write the incorrect spelling of the word in green and write the correct spelling of the word in pink next to it. The child then writes the word out correctly in purple pen.
For example:

wos ⟶ was ⟶ was

Method 2

The code sp is written in the margin of the line of work that the misspelled word is on. Pupils are then encouraged to identify the word and seek out the correct spelling, either using a word mat, dictionary or speaking to an adult/friend.
For example:

	was
sp	The boy wos walking along the road.

Method 3

Underneath a piece of work the teacher will write that there are misspelled words.

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For example:

There are 2 spelling errors in your second paragraph. Can you find them?

Floor books

Floor books record pupil's learning individually and collaboratively. They include photographs, comment, diagrams, QR codes linking online work and writing. They are not 'marked' by teachers. The range of work included and teacher commentary indicates how pupils were able to access the learning question. These are used in Music and PSHE.

The Marking of Art/Sketch Books

In Art and Design and Technology, teachers will create a 'cover sheet' for each topic listing all the age related skills (and pre-year group skills if applicable) that will be covered in that unit, which will be stuck in their books before starting. These skills will be dated when they are covered and a small, short date will be written somewhere on the corresponding piece of work.

Teachers will then use pink to mark on the cover sheet if a child has achieved that skill and green if they are not quite achieving it yet. If a teacher would like to give feedback to a child on a piece of work, post-it notes can be used or verbal feedback can be given.

Work online

In Computing and other subjects work can take place on Chromebooks. Individuals will be 'set' work via Goggle Classroom and their Google drive should become an electronic portfolio of work. Children in all years are taught how to name work to enable it to be located and used in future lessons. Pupils in KS2 are encouraged to use folders to help organise work. Work completed online may be marked through Google Classroom. There is no expectation to regularly print work completed online to be stuck into books. The exception to this is for pupils who have typed up a piece of work which may be needed later, for example in an English Writing lesson.

Monitoring and Evaluation

Book Looks are undertaken on a regular basis by the Head Teacher or Subject Leaders. The impact of feedback marking is part of this as well as ensuring that there is a consistent approach across the school.