

FEEDBACK and MARKING POLICY



Lancaster Lane CP School

AIMS

This policy aims to give all members of the Lancaster Lane Primary School clear guidance with regard to the rationale, principles, strategies and expectations in providing a positive assessment for learning culture in our school. 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 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 (EEF)* and other expert sources (*e.g. John Hattie – ‘Visible Learning’*). Lancaster Lane Primary School is committed to providing relevant feedback to pupils, both orally and in writing whilst taking account of the *Department for Education’s* guidance on reducing workload in the report of the *Workload Review Group* (March 2016). Marking should be **meaningful, motivational** and **manageable**.

The EEF 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.

PRINCIPLES

Our policy has, at its core, the following 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 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 both to teachers and pupils as part of the assessment process 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 the teachers at the earliest opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Forms of Feedback

Effective feedback and marking is supportive and positive for children and we value children’s contributions by acknowledging all children’s recorded work. Key marking codes are adhered to ensure consistency and manage staff workload.

Feedback in all its forms should be a motivational process so should include positive comments and the selective identification of appropriate errors in order to challenge pupils – highlighting all errors to a child would be discouraging and counterproductive. At Lancaster Lane Primary School, we give positive public feedback for both achievement and effort (e.g. in celebration assemblies, visits to another member of staff or class, etc).

Children reflect and act upon their learning and the feedback that they have been given at times appropriate to the task and age/ability of the child. 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 three 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. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning 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 review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Here are examples of what this feedback might look like at each of these stages:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, mini-plenaries, effective questioning, listening to or observing children completing a task, 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 or further challenge • May re-direct the focus of teaching/the task/the apparatus used in order to provide greater support/challenge • May include highlighting/annotations according to the marking code or written prompts/guidance 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/ highlighting

<p>Summary</p>	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity (plenary) • 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 success criteria • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need • May require the children to apply their learning to a different context 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self- and peer-assessment • Teacher planning and children’s books, e.g. pre- or post- lesson assessment task
<p>Review</p>	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations 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 so there is further support/challenge • May lead to targets being set for pupils’ future attention, or immediate action 	<ul style="list-style-type: none"> • In pupil books - written comments and appropriate responses/action by pupils • Adaptations to teaching sequences tasks when compared to planning • Annotations to planning following a session/personal teacher records, e.g. KLIPS grids

To ensure marking and feedback is accessible for children, codes and strategies used are relevant to all key stages.

<p style="text-align: center;">Marking Annotations</p>		
	<p style="text-align: center;">Symbol</p>	<p style="text-align: center;">Meaning</p>
	<p style="text-align: center;">pink highlighting</p>	<p style="text-align: center;">Correct / achievement relating to LO or success criteria, e.g. including an adverbial phrase, correct total, etc.</p>
	<p style="text-align: center;">green highlighter</p>	<p style="text-align: center;">An area for development/ an error to correct, e.g. missing punctuation, an error within a written calculation, etc.</p>
	<p style="text-align: center;">double underline</p>	<p style="text-align: center;">Incorrect spelling – (corrected in margin by teacher or identified for child to correct) These are year group-appropriate spellings that have been taught/topic words/common error words from the NC.</p>
<p style="text-align: center;">Adult initials</p>	<p style="text-align: center;">E.g. BA</p>	<p style="text-align: center;">Heavily scaffolded work (may be accompanied by useful assessment notes)`</p>

(TA, trainees and supply teachers’ marking is initialled)

Marking Approaches

All work will be acknowledged in some form by class teachers, using the annotations displayed in the table and where appropriate, additional written comments.

Good practice is to allow time for the pupils to READ and RESPOND to any annotations or written comments.

EYFS:

Verbal feedback is given at the point of learning to maximise impact and to ensure children understand the next steps in their learning. All recorded work included in Learning Journals is cross referenced to the Areas of Development. Where appropriate, annotations are made by adults to help inform assessments and 'next steps.' Pupils' progress is discussed regularly between key workers.

KEY STAGE 1:

Verbal feedback at the point of learning is a key element of feedback and marking to ensure that the information children receive about their learning is instant, relevant and appropriate for maximum impact. When appropriate, mini-plenaries are used throughout lessons to give feedback to groups or the whole class and all adults are engaged in learning conversations with children throughout lessons.

The use of self and peer assessment is introduced orally at Key Stage 1, with children identifying the successes in their learning as a first step in becoming reflective and thoughtful learners.

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 children at the next appropriate opportunity.

KEY STAGE 2:

Verbal feedback at the point of learning is a key element of feedback and marking to ensure that the information children receive about their learning is instant, relevant and appropriate for maximum impact. When appropriate, mini-plenaries are used throughout lessons to give feedback to groups or the whole class and all adults are engaged in learning conversations with children throughout lessons.

Adults continue to support pupils in self and peer assessment, for example establishing and modelling the constructive language to use when identifying next steps relating to success criteria, so that pupils become increasingly reflective and confident in reviewing and improving their own work.

Written 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 who require further support/additional challenge, it may be appropriate for teachers to adjust planning or grouping 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.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which feedback method will have the most effective impact on learning and progress.

WRITING

Children are expected to use their writing and handwriting skills effectively in all writing opportunities across the curriculum – feedback and marking of written work will be linked to the expected skills relating to the child's development and ability. To ensure that children understand our expectations of high quality writing at all times, tasks with a writing focus will be marked using the annotations outlined in the table above.

TARGETS

Children's next steps are identified to them through verbal feedback and annotations/comments in their books. If an individual has a specific area for development to ensure they maintain expected progress, this will be displayed as a visual reminder for them on the front of their book, and adults supporting them will remind them verbally during lessons. Some pupils may have specific targets outlined in an IPP.

TEACHER ASSESSMENT

On-going teacher formative assessment is carried out throughout the teaching and learning process and information gathered by the teacher will be used to inform future tasks for different groups and individuals. Each term, teacher assessments are used to inform a summative judgement for each pupil and this is entered into the Lancashire Pupil Tracker. Pupils not making expected progress are identified and targeted for support/intervention going forward.

MONITORING

Feedback and marking will be monitored half-termly by the Senior Leadership Team as well as by Subject Leaders, in line with their subject monitoring plans. This will form part of our annual monitoring cycle.

REVIEW AND EVALUATION

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Review:

This policy was written in January 2018 and will be reviewed in July 2018.

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

