Feedback and Marking Policy

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Headteacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Feedback and Marking Policy

At Parsons Down, 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 also mindful of the workload implications of written marking, and of the research surrounding effective feedback. Feedback should be manageable, meaningful and motivating.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

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;
- ✓ 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 assessment processes 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 pupils in lessons, allowing them to make good progress.
- ✓ all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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. 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 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 Partnership, 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.

At Parsons Down, these practices can be seen in the following practices:

Immediate:
- 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 use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- May include highlighting/annotations according to the marking code.
- Lesson observations/learning walks
- Some evidence of annotations or use of marking code/highlighting

Summary
- 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 form of self- or peer- assessment against an agreed set of criteria
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
- 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
- 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
- May lead to targets being set for pupils' future attention, or immediate action
- Acknowledgement of work completed
- Written comments and appropriate responses/action
- Adaptations to teaching sequences tasks when compared to planning
- Use of annotations to indicate future groupings

Marking Approaches

Most work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives in green.

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 pupils (see end of policy for marking code and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

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 pupils having a common need, 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 most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

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 achieve this is through the use of our marking code. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the Partnership.

Teachers will use green biro and/or green highlight to acknowledge strengths in a child's work. Pink biro and/or pink highlight will be used to identify areas for development in the child's work.

Pupils will peer and self-mark in purple biro where age appropriate.

●	**Full stops needed**
A **BC**	**Capital letters needed**
👆	**Finger spaces needed**
Ⓘ	**Independent work**
Ⓟ	**Paired/Partner work**
Ⓢ	**Supported work**
Ⓖ	**Guided Group work with adult**
Ⓥ	**Verbal Feedback given by adult in lesson**
//	**New paragraph needed**
●	**Pink dot indicates an error in the work**
SP **x 3**	**Spelling error shown with wiggly line under misspelt word. Copy out correct spelling three times.**
☁	**Pink bubble indicates follow-up task which child is required to action in response to teacher marking.**