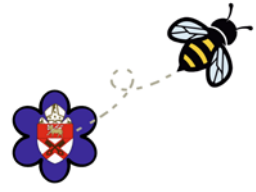




*Celebrate*



*Collaborate*



*Pollinate*



# **Burneston Church of England Voluntary Aided Primary School**

## **Marking and Feedback Policy**

At Burneston, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also 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 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
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Burneston has investigated alternatives to onerous 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 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, 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.

### 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 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.

At Burneston, these practices can be seen in the following practices:

Type	What it Looks Like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Whole Class Feedback may be given to redirect learning, reflecting to pupils what went well, what excellence in a subject looks like, what improvements need to be made, what next steps might be taken</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Whole Class Feedback slide, or via teachers' feedback books</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, more detailed comments or verbally during lessons (VF in books). Written comments by staff will model presentation expectations – for example handwriting, use of ruler, and will be in green pen.

In Foundation Stage review marking may take the form of a learning journey narrative to make a learning experience explicit. This is then shared verbally with the child, with parents and carers and other adults working with them. In Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. However, all pieces of work will be responded to in some way, in order to show pupils that we value their efforts. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity (VF used).

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 focussed on extended pieces of written work, or extended tasks. For example, in English a longer and more detailed written comment

may form part of the plan/write/review cycle, rather than the final, polished piece of work. These will allow children's achievements to be recognised and provide further guidance for future learning.

'Next Steps' will be given as the teacher sees fit. This will happen at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone, however where a next step is given, it is expected that time is set aside for the pupil to revisit their work and complete the next step. The teacher will acknowledge the completion of the additional work, either with a formal comment or verbal feedback. Worksheets will be kept to a necessary minimum, and will be cut to size and stuck in with glue. Where possible children will glue the sheets in themselves. All pieces of work will be dated and have an appropriate title linked to the learning objective.

During 2020-2021, teachers in Kites and Falcons will experiment with using Marking and Feedback Record books to inform planning and cut down on comments in books. Teaching Assistants in those classes will use Marking and Feedback Record sheets when they work with groups of children and return the completed sheets to the class teacher. Class teachers will train teaching assistants on their use.

Coronavirus (KS2) – current DfE guidance discourages books being taken home to mark. This will increase the usefulness of the Marking and Feedback records, and feedback to the children is quicker and more immediate, and comments in books are kept to a minimum – this should mean faster marking and less need to take the books home.

### **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, which combines use of symbols and codes. The core of this code is set out below, although some additional age-appropriate elements may be included or not used in some phases of the school, at the class teacher's discretion. For example, a teacher may underline their 'favourite part' of a piece of work, or may use stamps if more age appropriate. The marking code is displayed in each classroom, and pupils are made aware of it at an age-appropriate level.

## Marking Codes and Symbols

All marking in green pen

Independent work (I)

Supported work (S)

Guided/Group work (G)

Verbal Feedback (VF)

Peer mark/Pair work (PM)

Whole Class Feedback (WCF)

Positive (either in work or as a comment) 😊 ✓ ♥

Next step ↗

Spelling mistake Sp

Grammar Gr

Correct ✓

Incorrect •

Paragraph //

Something is missing here ^

Look again (doesn't make sense) ?

Dojo points dj

Capital letter ○

Capital letter/Full stop CL/FS

Finger space 

SDI – Same Day Intervention