Colegrave Primary School
Feedback and Marking Policy

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

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Loving Learning,
Striving for Success,
Achieving Everyday

INTRODUCTION AND CONTEXT

At Colegrave Primary School, we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Feedback and marking should empower children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of feedback and marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

OBJECTIVES OF MARKING

Effective feedback and marking should:

- inform children of their achievements and the next steps in their learning;
- empower children to take responsibility for improving their work by giving them clear strategies on how to improve;
- relate to learning objectives and success criteria for each lesson;
- provide children with next step or challenge questions to move learning on;
- help teachers evaluate teaching and inform future planning and next steps in learning;
- provide a tool for teacher assessment, and
- help parents to understand the strengths and areas to develop in their children's work.

FEEDBACK AND MARKING IN PRACTICE

At Colegrave, we believe that it is vital for teachers to evaluate English, Maths and Topic lessons on a daily basis. We promote the 80/20 model of feedback as seen below; this is where most feedback is given during a lesson as opposed to after a lesson. All lesson feedback obtained should where appropriate, be used to adapt lessons and inform future planning.

In lesson feedback	Post lesson feedback

The 80/20 feedback model can be achieved through one of four common stages in the learning process:
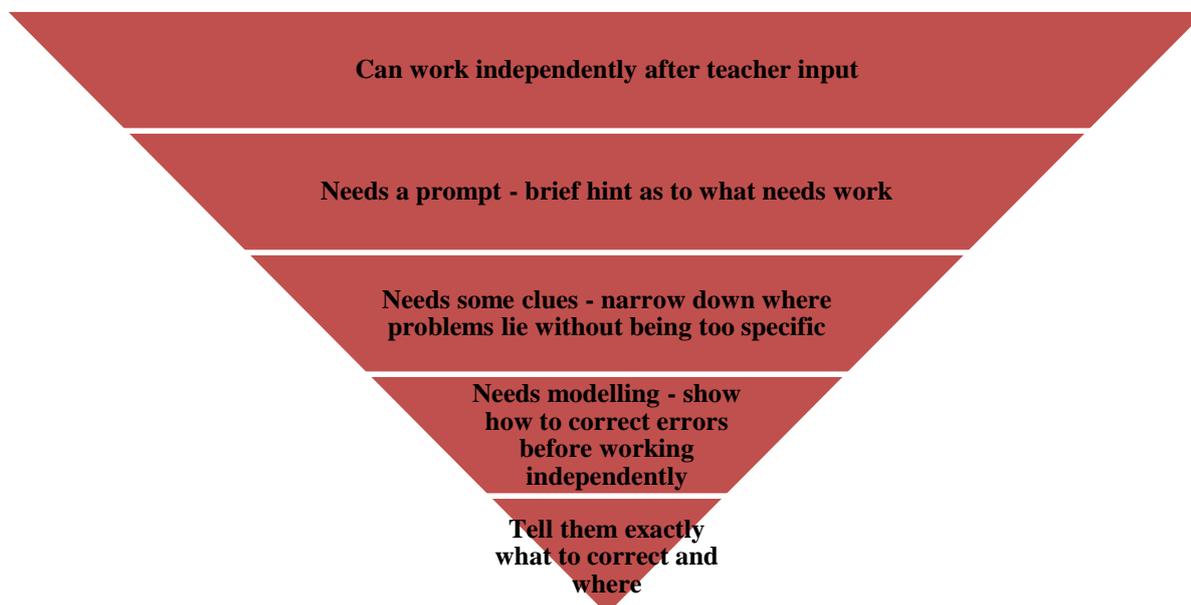
1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
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 through the course of the lesson, including mini-whiteboards, bookwork, etc.	- Lesson observations/learning walks - Verbal feedback is noted in books (VF) with one word summarising feedback given

	• 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 further support or challenge • May re-direct the focus of teaching or the task	
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 the form of self or peer- assessment against an agreed set of criteria • May take the form of a test or score on a game	• Lesson observations/learning walks • Some evidence of self – and peer-assessment noted as (SA) or (PA) in books • Test results may be recorded in books or logged separately by the teacher
Feedforward: **'the next step is the next lesson'**	• Assessment during the lesson and post lesson (marking) are used to adapt the next lesson • Any next steps, errors and misconceptions are addressed in subsequent lessons • 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.	• Lesson observations/learning walks • Evidence in books of pupils responding to marking • Evidence of lessons or concepts being re-taught • Evidence in books of pupils editing and redrafting their work in purple pen
Summative	• End of unit or term tests	• Test results

IMMEDIATE FEEDBACK:
The type of immediate feedback provided can vary depending on a child's understanding and the barrier to learning they are experiencing. The following feedback triangle illustrates how feedback should be differentiated for pupils based on their understanding of a task.

Can work independently after teacher input

Needs a prompt - brief hint as to what needs work

Needs some clues - narrow down where problems lie without being too specific

Needs modelling - show how to correct errors before working independently

Tell them exactly what to correct and where

Teachers should start out with the assumption that all children can work independently given prior input. The amount of intervention should only be increased if a pupil cannot get on with the task without the support. Children should be given take up time and allowed to struggle for a short amount of time. Children should be doing the hard work not the teacher.

ANNOTATIONS AND MARKING IN BOOKS:
Teachers are expected to record feedback and to acknowledge children's efforts on a daily basis in the following ways:

- Whilst walking around the class and assessing children's outcomes in books, a teacher is expected to tick correct work and provide verbal feedback for improvements or challenges.
- Where a teacher has given a child verbal feedback in a lesson, they should note this with VF and one word summarising the discussion *e.g. VF: Tense.* After verbal feedback an improvement in the pupils work should be noted.
- If a child has not worked with nor had their book assessed by a teacher during a lesson, the teacher should mark the book after the lesson and either tick and initial the outcomes or provide feedback/next steps. The aim of next step marking is to move children forward with their learning through questioning or scaffolding.
- Where children are self-assessing or peer assessing they should do this against a set criteria and note it as SA (Self-Assessed) or PA (Peer Assessed). Teachers are expected to be aware of the outcomes from SA or PA and should use this to inform future lessons.
- A teacher is expected to use the feedback obtained to adapt subsequent lessons and planning.

RESPONDING TO MARKING IN BOOKS

For next step marking to be purposeful, teachers must give the pupils an opportunity to respond to their marking. It is imperative that pupils are given the time at the start of a lesson to read and consider the teacher's feedback. Children should be encouraged to ask for clarification and be clear about what they need to do in their next piece of work. Children should respond to feedback either verbally or in writing. This should be subsequently checked by the teacher to ensure that learning has taken place.

FEEDBACK AND MARKING IN ENGLISH

To allow children to produce well-structured, quality writing outcomes, editing lessons are planned into the learning journey. Editing will only be effective if children have been given diagnostic and specific feedback. Therefore feedback in English lessons should be provided in one of the following ways:

- **Self-Assessment** – A child assesses their work against the success criteria and corrects as necessary.
- **Peer Assessment** – in groups of three, children assess a piece of writing against the success criteria. The child whose writing is being scrutinised is only allowed to make changes to their work, whilst the others make editing suggestions.
- **Editing stations** – each table has a different editing focus (this could be linked to the success criteria or common errors identified through AFL). Children move in groups to the different focus tables and edit their work either with their peers or independently. Prompts and ideas can be made available on the focus tables to support children in editing their work.
- **Conferencing** – once a half term, on the editing day, each child has an opportunity to discuss, on a 1:1 basis, their writing outcomes, targets and areas of development with their teacher.

FEEDBACK AND MARKING IN THE EYFS

Feedback and marking includes;

- Verbal feedback
- Written annotations and short narrative written observations
- Annotation of work and photographs by the teaching team
- Children beginning to annotate their own work
- Oral dialogue with children about their play, work or 'special books'
- Next steps recorded in English and Maths books which inform future planning

Key Stage One
Marking Codes
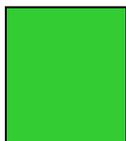
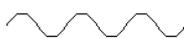 *All acknowledgement, praise, improvement and next step comments to be made using green pen*

The following marking codes are to be used when providing in lesson and/or post lesson feedback:
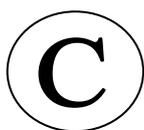
C *Conferencing carried-out*

S *Supported work*

〰 *Spelling mistake*

? *This does not make sense*

O *Check your punctuation*

VF *You have received verbal feedback*

Key Stage Two
Marking Codes

All acknowledgement, praise, improvement and next step comments to be made using green pen

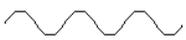The following marking codes are to be used when providing in lesson and/or post lesson feedback:

O   *Check your punctuation*

[   ] *Check your grammar*

∧   *You have missed out a word*

〰〰〰   *Check your spelling and learn at home*

VF   *Verbal feedback (indicate content of verbal feedback)*

Ⓢ   *Supported work*

Ⓒ   *Conferencing carried-out*

PA   *Peer assessment*   SA   *Self-assessment*