



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Trinity
CE First School

FEEDBACK AND MARKING POLICY

Policy Date: September 2023

Review Date: July 2024

‘And now these three things remain, faith, hope and love but the greatest of these is love.’

1 Corinthians 13:13

As a Church of England school, all feedback and marking will be in the context of our Christian values. We are a Trust that truly and genuinely cares about children and their families. Every child is valued and loved – it is our aim that all children feel and know this.

What we mean by feedback:

The response (written or verbal) that teachers and Teaching Assistants (TAs) give children as a result of the work that they have produced or are producing; in order to move the learning on. Research from the Education Endowment Foundation (EEF) shows that ‘Effective feedback, along with metacognition and self- regulation, has the greatest impact on learning.’

Through effective feedback we aim to make a difference and use our value of Faith, to give children belief and allow them to achieve their best. Dylan Wiliam states, “Feedback should cause thinking... it functions formatively only if the information fed back to the learner is used by the learner in improving performance... it must not only move the learning forward, but also the learner.”

Our aim:

We aim to build a learning environment in which learners are receptive and skilled at receiving feedback positively and are motivated to engage with the challenges posed. Our staff aim to be accomplished in understanding and giving exceptional feedback. The EEF research shows that feedback should:

- Redirect or refocus with either teacher’s or 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.
- Provides specific guidance on how to improve and not just tell students when they are wrong.

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

General guidelines:

- Children will be taught the feedback code in Year 1. It will be displayed in each classroom and group learning space.
- Feedback will be regular. It will be carried out in the lesson, or as soon as possible after the children have completed the work, so that it is meaningful and can inform their next steps.
- Verbal or written feedback can take place with the child at their desk as part of the lesson.
- There should not be a queue of children at a teacher’s desk – when not teaching to the whole class or working with a group, the teacher should be moving around the classroom giving feedback to groups or individual children.
- Teachers’ handwriting when giving written feedback should follow the school handwriting policy.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – this is at the point of teaching and during the course of the whole lesson. This may be for individuals or mini plenaries for the whole class.
2. Summary feedback - at the end of a lesson/task/unit.
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 as follows:

- 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 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 • Quiz and test results may be recorded in books or logged separately by the teacher

Verbal Feedback

When children are given verbal feedback, either individually, in a small group or as a whole class, **VF** may be recorded in their books in the margin or just underneath their current work. From that point on, the work should show an improvement as a result of the feedback. It also acts as a marker to the adult and child as to when the point of feedback occurred. This can be useful when subsequently looking through books and as a signifier to the other members of staff in the class that feedback has already occurred with a particular child.

Written feedback

Written feedback will be used if deemed the best form of feedback; it will be fit for purpose:

- Some written feedback may be completed by the/a child as part of peer marking;
- Some written feedback may have comments that will require the child to take action in the piece of work to improve it or set a further challenge.
- Some work may appear 'unmarked.' This doesn't necessarily indicate that effective feedback has not occurred, it may be that there is no additional changes needed

Checking and responding to feedback:

- Key errors noted during 'live feedback' may be shown by being underlined or 'dotted' in black pen. This may not be all the errors present. The expectation is that children respond to this feedback immediately, this will be done in purple pencil (EYFS, KS1) and purple pen (KS2).
- Time will be given at the beginning of lessons, where appropriate, for children to look for written feedback, act upon it and make improvements. Ultimately, this should be done as soon as feedback has been given.
- If teachers have given written feedback, it is expected that the child responds by improving their work. • If children are asked to redo work, there will be evidence that it has been redone.
- Teachers will respond positively when children have acted upon previous advice given. This aims to promote metacognition and develop the child's self-regulation.

- By doing this, we aim to see the impact of feedback over time not only improving the quality of work but also improving the learner.

| Marking Code | What it means |
|---------------------|--|
| VF | Verbal feedback given |
| Sp | An 'sp' in the margin alongside a sentence indicates there is a spelling that needs fixing. These will be age and stage appropriate and will identify the correct spelling for children to correct and practice. |
| P | A 'P' in the margin alongside a sentence indicates there is punctuation that needs fixing or has been missed. |
| Gr | A 'Gr' in the margin indicates there is some grammar that needs to be fixed |
| ^ | This shape in the margin alongside a sentence / paragraph indicates there is something missing (it may be a word or piece of punctuation) The child must then think what is missing and add it to their writing. |
| T | The letter T in a circle indicates that the child has been supported with this work / part of this work by the teacher |
| TA | The letter TA in a circle indicates that the child has been supported with this work / part of this work by the teacher |
| Supply | Supply Teacher marked work to be annotated with 'supply.' |

Proof reading and editing in written lessons:

Most lessons include an element of writing. Before this writing is read through by the teacher, children will be given editing time to identify and correct any of their own errors. This may take the form of reading their own and/or working with a partner to suggest improvements, alterations and refinements which the author of the piece then adds in purple pen or pencil to help the teacher see what changes the child has made. There will be some children who need more support than this to be successful at improving their own work. Younger children in KS1 may need more support as they learn to become more independent, although many young children are quite able to edit and proofread independently after teacher modelling.

As with all interventions, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have either exceeded or not met the learning objective, the teacher will make a note and use this in the next lesson as a teaching point. The next lesson will start with whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own areas for development.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily starter sessions at the start of lessons, such as the RRR's. This information should be used to revisit areas where learning is not secure within maths. End of term tests also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention. In terms of day-to-day maths learning in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations during the Guided Practice section of the lesson, which the teacher will be guiding, children then progress to independent work. With instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level.

At the end of the lesson, a strategy that may be used is for the independent work section to be marked together, and children are asked to identify any misconceptions or basic errors that they have.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong. Where children are more confident, and finish their work slightly earlier than others, the teacher always has ready a range of Mastery and Greater Depth challenges.